TEACHERS' MANUAL

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My Spelling
My Workbook Spelling

REVISED EDITION

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TEACHERS' MANUAL

My Spelling · My Workbook Spelling

Grades Two and Three

REVISED EDITION

Manual
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By

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and

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Ginn and Company

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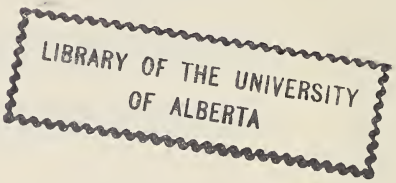

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TEACHERS' MANUAL

In 1943 and 1944, under the authorship of Gerald A. Yoakam and Seward E. Daw, Ginn and Company first published the spelling series *My Spelling* and *My Workbook Spelling*. In 1949 and 1950, after having been carefully revised and brought up to date, these very successful spellers were republished as *My Spelling, Revised Edition*, and *My Workbook Spelling, Revised Edition*. In the revised edition, as in the original edition, *My Spelling* is the spelling textbook and *My Workbook Spelling* is the workbook form. Both series cover the work of seven years, beginning with Grade Two and ending with Grade Eight.

In revising these spelling books, the basal word lists have been simplified somewhat, the lesson stories have been reworded to agree with changes in the word lists and to bring the stories up to date, and the exercises and tests have been revised wherever necessary. In Grades Four through Eight the pages of each dictionary section have been carefully revised to bring them into agreement with the revised word lists. No changes have been made, however, in the purpose or method of the spelling program; nor has the number of words in any basal list been changed.

The unit pictures and the smaller illustrations that accompany the lesson stories are a part of the revised edition, as they were of the original edition. Many of the drawings have been remade to fit the revised stories. A new feature is the use of attractive illustrations on the cover pages of the revised workbooks. Children who are strongly visual-minded will find these illustrations a real aid to learning the new words.

The discussion and most of the specific references in the pages that follow refer equally to *My Spelling, Revised Edition*, and to *My Workbook Spelling, Revised Edition*. Therefore, the simple title *My Spelling* will be used generally. Where there is a specific reference to one or the other of the two forms of the series, the manual will make a clear distinction. For example, on certain pages one symbol will be used to indicate items found only in the textbook and another symbol to indicate those found only in the workbook. These symbols are explained on later pages of this manual.

I. The Nature and Purpose of the Series

My Spelling recognizes that words are first met by the child in oral language, then as symbols which enable him to receive and interpret ideas through reading, and finally as a means of conveying his ideas to others through writing. Spelling thus takes its natural place as one phase of language experience which also includes listening, speaking, and reading. It is never met naturally in an isolated setting. It is, therefore, the authors' belief that spelling should be presented in school as an integral part of language experience, always in its true relation to the other language arts, of which it is a functional part.

My Spelling, in both textbook and workbook forms, is designed to make spelling interesting as an activity and significant to the child. The words that make up the basic list to be studied in each lesson are first presented in a story. Each story is one of a group that is based on a unit of experience centered in child life. The purpose of this unit is to give the child the feeling that words are not to be learned as meaningless forms, but rather that they are important and useful tools to be used in receiving and communicating ideas through spreaking and writing to others. Spelling is made significant when it is thus linked to other language experiences. Greater success is thereby guaranteed, for meaningful experience is the basis of all genuine learning.

While *My Spelling* shares in the theory that integrated presentation is desirable, it does not support the incidental learning of spelling. Systematic learning and teaching are essential in the mastery of a skill. Neither isolated drill nor purely incidental learning based on chance encounter with words can accomplish the best results. *My Spelling* presents words in a meaningful setting and at a time and place when these words are most likely to be useful. It then provides a series of systematic learning activities by means of which these words may be mastered.

It has been the purpose of the authors of *My Spelling* to present an attractive and teachable series of textbooks and workbooks which will help to make each spelling lesson helpful and interesting to the child and will enable the teacher to get maximum results from her efforts.

II. Content and Method

My Spelling is rich in content, and in learning and teaching aids. The stories presenting the words to be learned, the illustrations, the exercises, and the word list are all important. The stories and the illustrations arouse interest and develop and enrich word meanings. The exercises furnish the experiences necessary to the mastery of the form and use of words. The word list constitutes the indispensable framework on which the series is built. The unit organization and the method are also of the greatest importance in aiding teacher and pupils to achieve desired outcomes. If the child learns a good method of work, he will probably spell well. And finally, the dictionary, progress chart, and test materials round out a complete program.

THE WORD LIST

For twenty-five years spelling books have placed their claim to distinction chiefly on the validity of their word lists as established by research. During this period the basic research on spelling vocabularies took place, and the theory that spellers should contain words used in personal and business correspondence was widely accepted. Today all spelling books reflect the findings of this research. *My Spelling* contains a basic word list of 3594 words, a supplementary list of 803 words, or a total writing list of 4397 words. This is a rich spelling list, according to modern standards, but not excessive in its demands upon the ability of children to learn to spell. However, it is not the size of the list, but rather the way in which spelling is learned that secures ultimate success in spelling.

The nucleus from which the word list of *My Spelling* was developed was a composite list of words found in school textbooks by Daw.[1] This study established, however, only the general areas from which the spelling words were to be derived. The checking and cross checking of this list against the basic word lists of Horn,[2] Thorn-

[1]Seward E. Daw. "A Controlled Vocabulary for the Middle Grades," *University of Pittsburgh Bulletin*, Vol. XVI, 1940, pp. 76–84.

[2]Ernest Horn. *A Basic Writing Vocabulary*, University of Iowa Monographs in Education, First Series, No. 4. College of Education, University of Iowa, Iowa City, 1926.

dike,[1] Buckingham-Dolch,[2] Gates,[3] the International Kindergarten Union,[4] and the composite lists of Betts[5] and others isolated the spelling words within the Daw list and aided in their correct grade placement. The studies by Buckingham-Ayres,[6] Ashbaugh,[7] Gates,[8] and Rinsland[9] were used in evaluating the spelling difficulty of words at given grade levels.

This checking and cross checking established the validity of a word as a spelling word and, within limits, indicated the age or grade level at which the word should be learned. In the revised edition a technique for weighing the importance of each word was used. The use of this technique further refined the vocabulary, especially in the upper grades. In refining the word lists, consideration was given to words found on children's lists as well as to those on adult lists. The result is well-balanced word lists which neither exclude important children's words nor furnish merely a list which children already know how to spell. Such wide variation in gradation was found, however, as to give the authors sufficient latitude in following the principle of placing the word in a meaningful setting appropriate to the grade and age level. To a large extent the nature of the words found at any level determined the kind of meaningful setting in which these words could be placed.

Other things being equal, a word should be learned when it is most useful and most needed. Acceptance of this principle leads to

[1]Edward L. Thorndike. *A Teacher's Word Book of Twenty Thousand Words.* Bureau of Publications, Teachers College, Columbia University, New York, 1931.

[2]B. R. Buckingham and E. W. Dolch. *A Combined Word List.* Ginn and Company, Boston, 1936.

[3]A. I. Gates. *A Reading Vocabulary for the Primary Grades* (Revised and Enlarged). Bureau of Publications, Teachers College, Columbia University, New York, 1935.

[4]Child Study Committee of International Kindergarten Union, Madeline Horn, Chairman. *A Study of the Vocabulary of Children before Entering the First Grade.* International Kindergarten Union, 1201 Sixteenth St., N. W., Washington, D. C., 1928.

[5]Emmett A. Betts. *Spelling Vocabulary Study.* American Book Co., New York, 1940.

[6]B. R. Buckingham. *The Buckingham Extension of the Ayres Spelling Scale.* Public School Publishing Company, Bloomington, Illinois, 1918.

[7]E. J. Ashbaugh. *The Iowa Spelling Scales,* Journal of Educational Research Monographs, No. 3. Public School Publishing Company, Bloomington, Illinois, 1922.

[8]A. I. Gates. *A List of Spelling Difficulties in 3876 Words.* Bureau of Publications, Teachers College, Columbia University, New York, 1937.

[9]Henry Rinsland. *A Basic Vocabulary of Elementary School Children.* Macmillan Co., New York, 1945.

the grade placement of words in units where they function best to express meanings appropriate to the children's needs at that level. The majority of the words in *My Spelling* follow this principle of placement for use. Some words, however, which have no specific subject connotation are graded according to the findings of research concerning their difficulty for children at different levels.

The continuous refinement of the word list of *My Spelling* finally resulted in the selection of 3594 basic words and 803 supplementary words, distributed as follows:

	BASIC WORD LIST	SUPPLEMENTARY WORD LIST	GRADE TOTALS
Grade Two	264	107	371
Grade Three	420	116	536
Grade Four	510	116	626
Grade Five	600	116	716
Grade Six	600	116	716
Grade Seven	600	116	716
Grade Eight	600	116	716
Grand Totals	**3594**	**803**	**4397**

For the six-year elementary school the number of basic spelling words presented by this series is 2394 and of supplementary words is 571, or a total of 2965 words.

Provision is made for extending the vocabulary of *My Spelling*, if desired, by the frequent suggestion that the pupil add to his spelling list useful words from home life, school life, and the school curriculum. However, the teacher is not advised to act on the theory that all words arising incidentally in connection with school work need to be learned as spelling words. *My Spelling* is a reliable guide to the important words that need to be learned and indicates the time and place at which it is of advantage to study them. The research behind this series has established with reasonable accuracy the words that are commonly needed in writing. Other words derived from school subjects should be added to the spelling list only after their usefulness has been clearly established.

THE UNIT PLAN

The word list of each volume of *My Spelling* is presented in six carefully organized units which parallel the experiences of school,

home, and community life in which the child meets these words and where control of meaning is chiefly obtained. This plan makes the vocabulary of maximum value to the pupil and is believed to be one of the principal contributions of the series to the improvement of spelling.

The child builds his vocabulary from conversation, reading, and regular school instruction. The units of *My Spelling* utilize this natural context to give a meaning background to the words which the child should learn to spell. Many of these words are already known or partly known by children as a result of previous experience in school and also in life outside of school. The unit presentation reproduces this life setting and integrates the experience of spelling with listening, talking, and reading. The child meets the spelling words in an interesting story. He revives old meanings and learns new meanings in the process of reading and discussion. He then locates the words to be spelled, becomes interested in them, and begins the process of learning how to write them. He pronounces each word correctly, visualizes the form of each word, learns the accepted sequence of letters, and practices writing each word with concentration on form backed up by an adequate emphasis on meaning. The process involves the learning of an orderly system of study or work habits. The guidance given in learning to spell is naturally more detailed in the earlier grades. As the child matures, he may abbreviate the process. Ultimately, in learning to spell a new word, he will look at it carefully, pronounce it correctly, write it, and check it against the original. The method also emphasizes the development of good attitudes toward spelling, a spelling conscience, or desire to spell well, knowledge of the correct spelling of words, skill in detecting wrong spellings, and the ability to spell correctly the words needed in written expression.

The themes of the units of *My Spelling* follow closely the school curriculum and the experiences of children at the different grade and age levels. They check well against interest studies. A cursory examination of the unit titles of any book in the series reveals that the content is realistic. It deals with animals, boys and girls, biography, travel, nature, historical backgrounds, geography, world peoples, invention, discovery, citizenship, and health. There is constant emphasis upon life and living and the ways in which people satisfy their needs. The story element, where appropriate, adds interest to the presentation. The factual articles are adapted to the understanding of the child at the various levels.

The unit plan is designed to present the spelling words in units similar to, but not necessarily identical with, the units of work or subjects of the school curriculum. While the individual lesson stories are necessarily short, the cumulative effect of the units is to support the social program of the school and to enrich the child's experience. However, it is not the purpose of these units to do more than suggest a background for the spelling vocabulary, in order to give words meaning, add interest, create a desire to learn, and arouse a co-operative attitude on the part of the learner.

It is believed that this unit program goes farther in the direction of integration than is usual and as far as is practicable without entirely abandoning systematic instruction in spelling.

THE GENERAL METHOD

Each unit is composed of six lessons, the last of which is always a review lesson. The five developmental lessons are planned in terms of one week's work. During this week a list of words, called New Words, is presented for study and mastery. During each sixth week the entire unit list is reviewed and retested.

The method used in the presentation and study of the New Words incorporates the best features of a study-test-study plan. Much emphasis is placed upon the *approach* to the lesson through presentation of the words in story units. This helps to concentrate the pupil's attention on the words and to arouse interest in spelling. In Grades Two through Six every word appears in exactly the same form and the same order in the story and in the word list. In Grades Seven and Eight words which are presented in the singular form in the word list may be used in the story in the plural form if the plural is formed by adding *s* or *es* to the singular form. Also, in Grade Eight a few words which are capitalized in the story appear without capitals in the word list. In such cases the Working with Words exercises call the pupil's attention to the reason for the difference in form.

A series of steps is provided for reading and discussing the story and identifying and copying the New Words on the first day of the week. On the second day the pupil begins the study of a series of exercises based upon the word list for the week. Then follow on successive days a pretest on the New Words, individual study of words misspelled on the pretest and of Review Words from the preceding week, and a weekly final test.

Because of the importance of the weekly lesson plan, the procedure for review, and the testing program, separate sections of the manual are devoted to each of these topics. The teacher should study carefully and master the details of these plans.

WORD STUDY

The word-study exercises, Fun with Words (Grades Two and Three) or Working with Words (Grades Four–Eight), gradually acquaint the pupil with the visual and phonetic peculiarities of words. They also help him to master the specific difficulties of words as well as the principles that govern the spelling of derived and related forms.

Each New Word is studied at least once in the study exercises following its introduction. Development of meaning and enrichment of vocabulary are constantly emphasized. The words have already been met in their natural settings. They are now studied for the purpose of amplifying and refining their meanings. These learning exercises in *My Spelling* are essential to the development of the spelling vocabulary which is presented in a unit background. They are designed to integrate the child's listening, speaking, reading, and writing. The exercises parallel the reading and language program of the school and utilize the child's language training and experience, but they concentrate upon the problem of spelling. The exercises are developmental, repetitive, and sequential. These facts will be brought out in the detailed suggestions concerning the teaching of the lessons in each grade, as given in later sections of this manual.

The plan of word study involved in these learning exercises includes attention to the similarities and differences in words, their peculiarities of form, variations from root forms by the uses of prefixes and suffixes, the formation of plurals, semantic variations, synonyms, antonyms, homonyms, and the aids to correct pronunciation and meaning found in the dictionary. Constant attention is given to syllabication, phonetic sequences, and handwriting difficulties, and to the natural and correct use of words in oral and written form. Repeated practice in word analysis and synthesis gradually develops word mastery. Thus spelling is related to the language arts in an integrated program which promotes the growth of language power and leads to accurate use of words in speaking, reading, and writing as well as to mastery of correct spelling.

A detailed analysis of the skills covered in the study exercises for Grade Two and Grade Three is given in this manual under the headings "The Teaching of Spelling in Grade Two" and "The Teaching of Spelling in Grade Three." The developmental nature of the program is clearly revealed by pages 35–37.

THE METHOD OF STUDY, HOW TO STUDY YOUR SPELLING

Hard words should always be studied according to the How to Study Your Spelling directions found on page 8 of the textbook edition and the inside front cover of the workbook edition. The teacher is instructed to teach the child to use the series of simple steps suggested for the mastery of a difficult or unknown word. Instruction in the use of these steps should be continued until the child develops the effective habits which enable him to master quickly any strange word which he desires to spell.

THE TEACHING OF RULES

Throughout *My Spelling* the main emphasis is upon the direct attack on spelling difficulties and the study and review of the carefully selected vocabulary until it can be written automatically. In addition, a few rules that have been found to be functional are included. The total number is reduced to a minimum. The rules are developed inductively through frequent use in the study exercises. They are then stated and applied, and finally summarized in the upper books of the series. Every effort is made to insure continuous application.

Following is a brief summary of the spelling rules that are taught in this series and their grade placement. In examining this summary the teacher should bear in mind that many examples of the rule are given before a generalization is made, and that great care has been taken to develop a concept, such as "short vowel" or "accented syllable," before the term is used. Most rules deal with the addition of the common suffixes. At first the child learns to add each suffix. Later, in Grade Eight, the pupil is given general rules applying to all suffixes.

Grade Two

1. Many words add an *s* to make the words mean more than one.
2. Words that mean more than one drop the *s* to mean just one.

3. Pupils add *es*, *ed*, and *ing* to words in the list, but no generalization is made concerning these endings.

Grade Three

1. Further practice in adding and dropping final *s*.
2. Some words add *es* instead of *s*.
3. Many words add or drop *ed* and *ing* without other change.
4. Pupils observe words that drop final *e* before adding *ed* or *ing*.

Grade Four

1. Further practice in adding *s*, *es*, *ed*, and *ing* without making any other change. Pupils also drop these endings from the inflected forms.
2. Words that end in final *e* drop the *e* before adding *ed* or *ing*.
3. Pupils add *er*, *est*, and *ly* to words if these endings can be added without making any other change; no generalization is made.
4. Pupils observe the double consonant in such words as *sitting* and *running*.

Grade Five

1. Review and continued application of rules taught previously.
2. Most words form their plural by adding *s* or *es* to the singular word.
3. Words ending in *s*, *ss*, *sh*, *ch*, *x*, or *z* usually add *es* instead of *s*.
4. Many words that end in *f* change the *f* to *v* and add *es* to form the plural.
5. Words ending in a consonant and *y* change the *y* to *i* before adding *es*.
6. Words ending in a consonant and *y* change the *y* to *i* before adding *ed*.
7. Many words add *er* and *est* without any other change.

Grade Six

1. Review and application of rules taught previously.
2. Summary of rules for writing plural forms:

a. Most nouns form their plural by adding *s* or *es* to the singular form.

b. Words ending in *s*, *ss*, *sh*, *ch*, *x*, or *z* add *es* instead of *s*.

c. Words ending in a consonant and *y* change the *y* to *i* and add *es*. Words ending in a vowel and *y* simply add the *s*.

3. Summary of rules for adding *ly*:

a. Most words, except those which end in a consonant and *y* or in *le*, add the suffix *ly* without any change in the root word.

b. Words ending in a consonant and *y* change the *y* to *i* before adding *ly*.

c. Most words ending in *le* drop *le* and add *ly*.

4. Put *i* before *e* except after *c* or when sounded like *a* as in *neighbor* and *weigh*.

5. Words of one syllable which end in a single consonant preceded by a single vowel usually double the final consonant before adding *ed* or *ing*.

6. Singular nouns form the possessive by adding an apostrophe and *s*.

7. Pupils observe that such suffixes as *al*, *y*, *ful*, and *ment* are often added without any other change.

Grade Seven

1. Review and application of rules previously taught, including a summary of rules for spelling plural forms and for adding *ly*, as given in Grade Six.

2. Summary of rules for adding *ed* and *ing*:

a. Many words are formed by adding *ed* and *ing* without any change.

b. Words ending in a silent *e* drop the *e* before adding *ed* and *ing*.

c. Words ending in a consonant and *y* change the *y* to *i* before adding *ed*, but do not make any change before adding *ing*:

d. Words ending in a vowel and *y* usually add *ed* and *ing* without making any other change.

e. Words of one syllable ending in a single consonant preceded by a single vowel double the final consonant before adding *ed* and *ing*.

f. Words of two or more syllables usually double the final consonant before adding *ed* and *ing* when these conditions are met: the last syllable ends in a single consonant preceded by a single vowel, and the accent is on the last syllable.

3. Rules for writing possessive forms:

a. Singular nouns form the possessive by adding an apostrophe and *s*.

b. Plural nouns which end in *s* add only an apostrophe to form the possessive.

c. Plural nouns which do not end in *s* add the apostrophe and *s* to form the possessive.

4. Pupils observe that most words add *ment* without any change.

5. Pupils observe that many other suffixes are often added without any change in the root word.

Grade Eight

1. Review and application of rules previously taught.

2. Words which end in a consonant add many suffixes without making any other change.

3. Words which end in a final *e* usually drop the *e* before adding a suffix beginning with a vowel.

4. Words ending in a consonant and *y* change the *y* to *i* before adding suffixes except those beginning with *i*.

5. Words of one syllable which end in a single consonant preceded by a single vowel double the final consonant before adding suffixes which begin with a vowel.

6. Words of two or more syllables which are accented on the last syllable and which end in a single consonant preceded by a single vowel usually double the final consonant before adding a suffix beginning with a vowel.

A more complete survey of the gradual and thorough development of these few fundamental rules may be obtained by examining the items under the heading "Specific Skills and Abilities" for each grade.

THE DICTIONARY PROGRAM

Beginning with Grade Four, each volume of *My Spelling* has a dictionary, entitled Your Dictionary, containing all the New Words presented in the given grade. Pupils are instructed to use the dictionary in ways that will enrich their knowledge of the words in the spelling program and at the same time develop fundamental habits and skills of dictionary use. Training in alphabetizing, which is begun in Grade Three, introduces and paves the way for the systematic program which the series provides.

In every instance, Your Dictionary has been designed and

written so as to be most useful to the pupils at the grade level. While these dictionaries are limited to the spelling vocabularies in each book, they go beyond the spellers in explaining the variant meanings of the words cited. Thus they help to enrich the vocabularies of the pupils who use them. The dictionary training given in *My Spelling* ably supplements other instruction in the use of the dictionary. In schools where there is no other program these exercises furnish a minimal dictionary training.

The analysis given below and on pages 14–15 will show clearly the carefully graded program. The simpler knowledges and skills are introduced first and are then constantly practiced until their use is habitual. More complex skills are added in each grade.

Grade Four

1. Recognizing the value of Your Dictionary and using the key words with their marks
2. Arranging words in alphabetical order by the first, second, and third letters
3. Using alphabetical order to locate words in the dictionary
4. Knowing the meaning of *syllable*; distinguishing words of more than one syllable; using the dictionary to determine syllabication
5. Knowing the meaning of *vowel*; recognizing and marking short and long vowels
6. Knowing the meaning of *silent letter*; recognizing final silent *e*
7. Using the dictionary for help in pronouncing difficult words
8. Using the dictionary to determine variant meanings
9. Knowing the meaning of *guide words*; using guide words
10. Distinguishing words alike in sound but different in spelling and meaning (homonyms)
11. Knowing the meaning of *accent mark*; using the dictionary in determining accent
12. Noting changes in meaning that accompany changes in pronunciation

Grade Five

1. Using all knowledges and skills previously taught
2. Alphabetizing words by their third or fourth letters
3. Knowing the meaning of *suffix*, *compound*, *root*, *consonant*, and *prefix*; identifying and using these concepts in word study
4. Increasing use of dictionary in determining variant meanings

5. Recognizing the importance of pronunciation in spelling and using the dictionary in determining pronunciation
6. Learning different sounds of *a* and *o* as shown by reference to the dictionary
7. Recognizing *ĕ*, *ē*, and *ā* as variant sounds of *ea*
8. Learning two sounds of *oo*
9. Recognizing *ai* as *ā*
10. Finding sounds of *oa*, *ea*, *ua*, and *ai*
11. Learning that *w* and *y* are sometimes vowels
12. Learning how to divide double consonants by syllables

Grade Six

1. Using all knowledges and skills previously taught
2. Using the phonetic respelling of a word as an aid to pronunciation
3. Learning that some words have two accents
4. Determining changes in meaning with changes in accent
5. Using the dictionary to determine meanings of words commonly confused
6. Knowing the meaning of *synonym*; recognizing synonyms
7. Marking the more uncommon vowel sounds
8. Determining the derivation of words from root forms
9. Learning the sounds of *ea*, *ei*, *ai*, *ee*, *io*, *oa*, *au*, *ou*, *oi*, *ui*
10. Learning the meanings of prefixes *im* and *un*

Grade Seven

1. Using all knowledges and skills previously taught
2. Knowing the meaning of *diacritical mark*; using these marks in pronunciation
3. Deriving meanings of variant forms by using the root word
4. Learning the variant meanings of words
5. Learning the meaning of *antonym*; recognizing antonyms
6. Identifying the sounds of more difficult combinations, as *giene* in *hygiene* and *qui* in *mosquito*
7. Recognizing that there are preferred spellings of some words
8. Understanding the concept of *derivation*; learning a few words derived from Latin and French
9. Observing words easily confused because of form, such as *affect* and *effect*

Grade Eight

1. Using all skills and knowledges previously taught
2. Recognizing preferred pronunciations as well as preferred spellings
3. Using terms *primary accent* and *secondary accent*
4. Giving greater stress on *antonyms* and *synonyms*
5. Giving greater attention to use of dictionary in pronouncing difficult words and in determining variant word meanings
6. Using the dictionary to determine differences in meaning of such words as *technical* and *mechanical*; *surgeon* and *physician*
7. Identifying the sound of more unusual letter combinations, such as *ui* in *biscuit*
8. Using the dictionary as a check on doubtful spellings

The dictionary program of *My Spelling* does not attempt to give a complete treatment of the use of diacritical marks. Pupils are taught to use the key words in the dictionary in learning the pronunciation of new and difficult words and to recognize the most common of the diacritical marks. Attention is placed on the functional value of these aids rather than upon the marks themselves. Further work on the use of pronunciation keys in a regular dictionary is recommended in case teachers find additional emphasis necessary.

HANDWRITING

My Spelling emphasizes the close relationship between good spelling and good handwriting. Models for the cursive and the manuscript alphabets are included in both textbooks and workbooks for Grades Two and Three. In Grade Two of the workbook edition the presentation of the New Word lists in both cursive and manuscript form is an added advantage. The manuscript form used closely resembles the print of most elementary school textbooks for this grade. The child is frequently urged to take care in the formation of letters, and particularly of those letters which are likely to be illegible when carelessly written. The peculiarities of difficult letters are pointed out. The teacher thus is enabled to integrate handwriting with spelling in a functional manner.

In Grade Four and above, models of the small and capital letters are included in the workbook edition, and standards by which the

pupil may judge the quality of his handwriting are furnished in both editions. The exercises call the pupil's attention to the letters which are likely to cause difficulty and urge on him the desirability of forming letters clearly and accurately. Frequent class discussion and careful written practice of these hard letters are advisable. They will help to prevent misspellings due to careless letter formation and to develop gradually the "handwriting conscience" so essential to good writing. Constant practice in copying all the New Words accurately is a further aid to the development of good quality in handwriting. The pupil is thus led to recognize the place of good handwriting in written expression.

In the first grade and early in the second grade the teacher is urged to pay particular attention to the left-handed writer, and to give all such children special aid if necessary. This is important because many left-handed writers who lack good training when they begin to write acquire awkward writing habits and often write very illegibly. The sooner such writing habits are corrected the better. Each child should be taught to assume a correct writing position. The teacher must keep in mind that for cursive writing the left-handed child must learn to slant his paper in the opposite direction from that used by the right-handed writer. Children who are strongly left-handed should not be forced to write with the right hand, as this is believed to have a harmful effect on some persons.

INDIVIDUAL INSTRUCTION

The suggestions given for group teaching should not lead the teacher to neglect the guidance of the individual child in the development of independent study habits. Just as soon as she finds that the children understand the purpose and nature of the work, the teacher should throw more and more responsibility on them for doing the work outlined in the textbooks or workbooks of this series. The work on Tuesdays and Thursdays should increasingly be in the nature of supervised study. The weekly plan of this series is particularly designed for the purpose of allowing each pupil to proceed at his own rate of progress and to concentrate on his own particular difficulties. The teacher should never lose sight of this fact. The many reviews, including those on Thursday, during the sixth week of each unit, and at the half-year are so planned that each child may concentrate on correcting his own errors—on the words needing *his* attention. For the fast workers and the naturally good spellers

the Other Words to Spell included in each week's work provide an opportunity for building an enriched spelling vocabulary.

REMEDIAL INSTRUCTION

It is a grave error to give insufficient teaching of important items. Children who do not learn an item on first teaching should have immediate reteaching until they have mastered it. The teacher should be constantly alert to the need for remedial teaching, and should give the remedial work as soon as possible after the need for it appears.

The child who finds difficulty in learning to spell requires much more specific guidance than children of normal capacities. If children show evidences of a need for remedial instruction after each instructional period, the teacher may proceed as follows:

1. Inspect the pupil's record to see if he has any visual or auditory difficulties.
2. Check his handwriting to see if he can identify the letters of the alphabet and form each of them readily.
3. Make sure that the child has copied each word correctly.
4. Question the child to find out whether he has followed the steps indicated in How to Study Your Spelling.
5. Check on the Fun with Words (or Working with Words) exercises to see what kind of errors the child made in doing his independent work.
6. List the weaknesses found in the work of each child who is not succeeding in his spelling.
7. Group the pupils who have similar difficulties for additional instruction on specific items.
8. Carefully present again the words with which they are having difficulty.
9. Reteach the steps in learning to spell.
10. Supervise the work of these pupils step by step until they succeed in following the procedure indicated in the textbook.
11. Refer any children who do not respond to careful reteaching to the school psychologist or the educational clinic, if one is available.
12. In the case of children whose mental ages are one or more years retarded below grade level, plan to organize small groups for spelling and to go at a slower pace. It may be possible to teach them only a part of the work outlined for the year, but every effort should be made to have each of those items thoroughly learned.

MY PROGRESS CHART

A chart for recording progress is included in both the textbook and workbook editions with simple directions for use. In the workbook edition an additional chart for a record of unit tests is included. My Progress Chart enables each pupil to compete with his own record rather than with the other members of his group. He becomes interested in his own progress. The chart is thus a powerful influence for motivation and enables the child to judge of his own success in learning to spell.

SPELLING NOTEBOOK

In the textbook edition the teacher is frequently advised to have the children keep a spelling notebook as a record of their work. Pupils are reminded to list in the notebook words from other subjects to be learned as needed. The revised workbook edition provides improved facilities for writing these words.

PICTURE STUDY

The illustrations in *My Spelling*, prepared by competent artists, are constantly used to develop meaning. The format of the books and the use of color in the textbook edition makes these books instantly attractive to children. The revised workbook edition has bright new covers in color designed to attract children's interest. The illustrations in all cases enrich the context and teach meanings through their accurate picturization of the context.

III. The Weekly Lesson Plan and Teaching Procedure

THE REGULAR FIVE-DAY PLAN

My Spelling uses the weekly lesson plan and a modified form of the study-test-study procedure. This organization avoids testing children on words with which they might be familiar. It combines the best features of the study-test and test-study procedures. Schools which do not wish to follow a five-day plan may adopt the modified plan suggested on pages 26–27 of this manual. The five-day plan proceeds as follows:

MONDAY

This is *Presentation Day*. The child gets acquainted with his New Words by meeting them in a story in which they are used with meanings appropriate to his age level. Every first week of a unit also involves an approach to the unit as well as an approach to the weekly lesson. On the days when a new unit is to be presented the teacher may make an appropriate introduction in somewhat the same manner as that suggested below.

> Children, we are beginning a new unit in *My Spelling*. It is about a girl and boy, Mary and Jack, who live on a farm. The unit contains five stories. These stories use the words in our spelling lists just as you would use them if you were talking or writing about the farm. These words you will want to learn to spell.
>
> Let us look at the unit picture. What is the picture about?

The children should then be led to note the important ideas in the picture and to use the unit vocabulary in discussing them. When they have satisfied their curiosity about the unit picture and are interested in the unit theme, they are ready to proceed to the first lesson.

The following *approach* is suggestive of the way in which the first lesson of a unit may be introduced:

> Now let us find the first lesson on the next page. What does the picture at the top of the page tell us? Can you make up a sentence about the picture? Tell one thing you see in the picture.

In the workbook edition there is only one picture to introduce both the unit and the first lesson. In schools using this edition the suggestions given above must therefore be slightly altered. The purposes of the introduction are the same, however: to acquaint the pupils with the unit theme and to arouse their interest.

When the children have talked about the picture, the teacher will then say:

> Now let us see what the story below the picture says. Can anyone read the title? I shall read the story to you. Follow me closely as I read. Then I shall ask each of you to read a sentence.

The story should be read and discussed as a pleasant experience. If in the second grade the text seems hard for some children, it should

be remembered that this is not primarily a reading lesson. The story is a vehicle for carrying the words which the child is to learn to spell. It is therefore advisable for the teacher to read the story aloud to the children until they can identify the spelling words, or for the abler children to read it for the less able. Later the children will be able to read the story to themselves. The subject matter is always well within the experience of the child.

The next step is to locate the spelling words. The teacher calls the attention of pupils to the heading New Words below the story. Each New Word is pronounced carefully by the teacher and repeated by the children with due attention to careful enunciation. The teacher then asks, "Who can find the first New Word in the story?" It is to be noted that the words appear in the list below the story in the same order in which they are used in the story. This avoids the unnecessary difficulty and loss of time which would result if the words were listed at random. As the children find the different words in the story, they may wish to read aloud the sentences in which the words appear, with due attention, of course, to good reading and language performance, but with major emphasis on the spelling problem here involved.

While the words always appear in the same form in the story and in the New Word list, a word may sometimes be used in the story in two forms, singular and plural, or as a variant form of a word. The teacher must make sure that the children always locate in the story the form that is listed as a New Word. The pupils using the workbook edition should be instructed to underline in the story the word that is in exactly the *same form* in the story and in the New Word list. The pupil should always find the singular form if that form is listed.

In the early word lists the meanings of the words will seldom cause trouble; but as the lists expand and increase in difficulty, care should be taken to make sure that the children know the meanings of the New Words presented. As opportunity permits, the children should be encouraged to add to and improve the meanings given.

The child's knowledge of the meanings of words may be checked in various ways, such as the following:

1. Asking a question: Have you ever been on a *farm*?
2. Matching a word to an object or picture: Find the *house* in the picture.

3. Demonstration: Make a noise like a *cow.*
4. Completion: The animal that barks is a _____.
5. Comparison: A pony is like a *horse* only smaller.
6. Definition: A *sheep* is an animal from which we get wool.
7. Use: Make a sentence in which you use *sled.*
8. Pantomime: Show what *jump* means.
9. Direction: *Run* to the door. Color the house *red.*

Care should be taken to avoid the common error of thinking that a word is always best explained by another word or a phrase. Action, demonstration, and direction are often better ways of explaining meaning.

When the teacher is satisfied that the children understand the meanings of words and can locate them in the story, she may say:

> Now children, you are going to copy each word in the New Word list. First you must look at each word carefully. Say the word softly to yourself. Let us look at the first word and say it softly. Now let us say each letter of the word. Is there any letter in the word that you do not know how to write? I shall write the first word for you on the blackboard. Watch me and repeat the letters after me as I say them.

The teacher then helps the pupils to copy each word accurately and gives such aid in writing as is needed. As the children grow in ability to copy accurately in Grade Two, they are gradually given less assistance, until they can do the work by themselves. In the textbook edition models for cursive letters are found on page 91 and for manuscript letters on page 92. In the workbook edition these models appear on page 87 of Grade Two and page 101 of Grade Three. The word list for each week is presented in both cursive and manuscript form in the workbook edition for Grade Two.

If time is not sufficient for completion of the work the first day, the presentation may extend into the second day, at least during the first lessons in each series.

TUESDAY

This is *Preliminary Study Day.* Today the children are to do the Fun with Words exercises. These exercises bring out similarities and differences in words and call attention to specific letters and letter combinations, words that rhyme, small words in larger words, the

adding of *s* to known words, words opposite in meaning, and the like. Special emphasis is placed on forming letters correctly

The approach to the lesson may proceed in this manner:

> Children, today you are to work on your Fun with Words exercises. On the right-hand page [For the workbook edition say "In the right-hand column."], find the place where it says "Fun with Words." Let us read the first exercise and see what it tells us to do.

The teacher will then work through the exercises with the pupils, having them write the answers under her guidance and making sure that they understand each direction clearly. She should supervise the pupil's work, giving such help as is necessary, but seeking always to develop independent work habits among the pupils. Early in the year the teacher will often find it necessary to work closely with children, exercise by exercise. As the children gain in understanding, they should work more and more independently, until they can do the greater part of the work alone. A few of the slowest pupils may require careful direction throughout the year.

When children using the workbook are asked to alphabetize a list of words, they should be advised to number the words in the list in correct alphabetical order before they begin to write. This practice will enable them to avoid much erasing and recopying. The work should be carefully supervised in the beginning.

If the Fun with Words exercises cannot be completed on Tuesday, they may be carried over to Wednesday or completed at other times when the child has spare time; but the teacher should aim to have each child complete all the exercises. These exercises lead to the development of spelling power. They are sequential in character and repetitive to the extent desirable to develop the attitudes, information, skills, and habits essential in good spelling. The teacher should note the technical objectives (teacher objectives) carefully in each series of exercises and do the necessary teaching to establish control over the principles which are involved in them.

As the pupils gain experience, discontinue the detailed directions and help, in order that they may gain power by independent work.

WEDNESDAY

This is *Exploratory* or *Pretest Day*. The purpose of My First Test is to discover the weaknesses in the ability of individual pupils to spell the test words. The teacher should proceed somewhat as follows:

> Children, today we take our first test. I know that you have studied all the words, and I hope that you will be able to spell every one correctly. But there may be some words you have not learned perfectly. The test will show you what those words are. First prepare a test paper. [Or, for the workbook edition, "Find the place on page 00 [giving the proper page] where it says 'My First Test.' "] I shall pronounce each word carefully. Say the word softly after me and then write it.

In dictating the tests, the teacher is advised to use the dictation sentences furnished with each lesson.

She will then say:

> I shall first pronounce the word to be spelled. Then I shall use it in a sentence. Pay close attention. Pronounce the word to yourself after me as I pronounce it. After I read the sentence, I shall pronounce the word a second time. Say it softly after me and then write the word.

When the words have all been written, the teacher will carefully spell them aloud and have the children check any misspelled words. She will then direct the children to count the number right and record their scores on their test papers or in the space provided for that purpose in their workbooks. Then she may proceed somewhat as follows:

> Any words that you misspelled are your Hard Words. Find your Hard Words in the list of New Words. Pronounce each word softly and look carefully at each letter. Now write each word correctly. Be sure that you do not make a mistake this time. [Pupils using the workbook edition should be told to find the space for their Hard Words and to write them there.]

The teacher should carefully supervise the copying of Hard Words in order to make sure that the words are written correctly. It is important that the pupil should get the correct impression of each word that he has misspelled. The Wednesday test papers should be kept for use on Thursday.

From time to time the teacher will find it advisable to collect the papers or workbooks and check them before the next spelling period in order to make sure that pupils do find their own errors on their First Test.

THURSDAY

This is *Hard-Word Day*. Each child concentrates on his individual Hard Words (the words he misspelled on Wednesday) and on the Review Words selected by the authors and printed in the text. He also reviews the words he misspelled on the test of the previous Friday. He is taught a method of study and is carefully supervised in his work until he learns how to attack and master the words that are difficult for him to spell. The teacher gives directions similar to the following:

> Thursday is Hard-Word Day. Each pupil will study first the words he misspelled on his Wednesday test. In the study of each Hard Word, use the steps which are given on page 8 [or, for the workbook, on the inside front cover]. These steps will help you to learn any words you wish to master either now or at any time you meet a word you do not know how to spell.
>
> We shall work through the steps together. Let us begin with your first Hard Word. Find your first study rule in the list. Let us read it and see if we understand it. "Look at each word and say it softly." Now find your first Hard Word, look at it, and say it softly.
>
> Now let us read and follow the second rule: "Look at the word and say each letter." This is important. You cannot write a word unless you know the order of the letters. Now say the letters in your first Hard Word.
>
> Now look at study rule 3: "Close your eyes and say each letter." It helps if you can see each word in your mind with your eyes closed and can say each letter as you recall the way the word looks. How many of you can see your first Hard Word with your eyes closed? Try several times until you do.
>
> When you can see the word clearly in your mind and can say each letter, you are ready for rule 4: "Look at the word and copy it." Look sharply. Do not make any mistakes. Compare your word with the word in your book or with the correct writing on your paper.
>
> Now follow rule 5: "Write the word three times without looking at your book." Cover the word each time after you have written it. Now see if you have written it correctly all three times. You have probably learned the Hard Word for the time being, but you will be checked again tomorrow. Master your Hard Words and you will be a good speller.
>
> Now study each of your Hard Words in the same way.

An alternate procedure for the study of Hard Words which has been found to be particularly useful for slow-learning pupils and those who have reading and spelling difficulty is a modification of rule 4 in the preceding list, as follows:

> Look at the word and copy it. Write the word in large letters. After you have written the word, trace each letter in the word with your finger, saying the letters as you trace the word and saying the word after you have traced it. Trace it several times if you wish.

The pupil may then write the word as indicated in rule 5.

The tracing method has been found to be helpful to nonreaders and to those handicapped in spelling; but it is not wise to overemphasize it with children who learn spelling easily, and it should not be allowed to interfere with instant and automatic recognition in reading. If persisted in beyond the initial stages of learning a word, it may retard the development of rapid, automatic recognition.

When each pupil has studied the words he misspelled on the Wednesday test, he should study in the same way any words that he spelled incorrectly on the Friday test of the previous week. These are his *individual* review words. He should then study the Review Words given in his book. From Grade Three on two Review Words in each lesson are starred. The stars indicate words that are in the basic word list of the preceding year.

The Other Words to Spell are words added to the basic list for pupils who have special aptitude for spelling. They are to be studied on Thursday by those who have no Hard Words or very few of them. They do not need to be studied by slow learners. They are intended to enrich the spelling vocabularies of good spellers who learn rapidly.

FRIDAY

This is *Final-Test Day.* If they have been taught well on the preceding days, the pupils should look forward with enthusiasm to the final weekly test, because it will tell them how well they have succeeded in their work.

If the pupils are using the textbook edition, the teacher's directions may be as follows:

> Today we shall find out if we have been successful in our week's work. Number a paper for your test. Now listen care-

fully as I pronounce each word. Say it softly after me and then write it.

If pupils are using the workbook edition, the teacher may say:

Today we shall see if we have been successful in our week's work. Turn to page 00 [giving the correct page number] and find the column for writing the Friday test for lesson 00 [giving the correct lesson number]. Listen carefully as I say each word. Say it softly after me and then write it.

When the test is completed, the teacher will supervise the correction of the tests and will assist each child in computing his score and writing it on his paper.

The teacher will also help each pupil using the workbook to mark his Progress Chart correctly. In schools using the textbook edition teachers may wish to prepare a mimeographed copy of a Progress Chart for each child. Such a chart will help greatly to maintain the child's interest in spelling.

The words misspelled on Friday are, in the workbook edition, written in the proper place in next week's lesson. In the textbook edition, they are recorded in the pupil's notebook for further study. These words should be studied at the special time allotted for this work on the following Thursday and at any other available spelling time. Careful follow-up will be essential in order to make sure the child uses the study method properly and concentrates on his hard words.

The preceding detailed outline of procedure will be particularly suggestive for the first lessons in Grade Two and during the early part of the year in Grade Three. After the children have learned the procedure, the teacher should naturally abbreviate her suggestions and guidance and throw more responsibility on the pupils for independent work, but she should check frequently to make sure that the pupil is following directions and making the best use of the method. The method is not meant to be used mechanically. The teacher should make sure that it is intelligently interpreted and adapted to the use of children.

A MODIFIED THREE-DAY PLAN

Because of the desirability of more frequent and shorter periods of practice, the authors recommend that the five-day weekly plan

be used. Those schools which find it impossible to do this are advised to adopt the following plan for three days a week:

Monday. Presentation and Fun with Words
Tuesday. Pretest and study of Hard Words
Friday. Final test and remedial work on the week's work

In schools where this three-day method is used, the total time given to the work each week usually should not exceed 25 minutes per day, except in cases that show an obvious need for additional time on spelling.

IV. Procedure for Review

THE REGULAR SIX WEEKS' REVIEW

The general plan of work for review week is similar to that of any developmental week. The modifications of procedure suggested below will aid the teacher in organizing effectively the work of this period.

Review week is introduced at the close of each unit to give the pupil an opportunity to study again his own hard words, to check his mastery of the entire unit word list, and to relearn any words that are missed on the review tests. All words presented during the preceding five weeks are now recalled in one complete unit. This time the word list is arranged in alphabetical order. Review exercises called More Fun with Words give further practice on the rules, variant forms, meanings, and skills that have been taught during the period. The test, which is divided into two parts, measures again the degree of mastery of the unit word list. The procedure may be as follows:

MONDAY

Since all the words have been presented in context in the weekly lessons, the presentation of the review list should not take much time. The teacher may use the following approach:

> Boys and girls, this is review week. You are to *make sure* this week that you have learned all the spelling words of the last five weeks. If you wish, reread the stories of the whole unit and locate all the spelling words again in each story. But first of

all, study once again your own hard words. Your hard words are the words you misspelled on your Friday tests. Make a list of them. Use the rules for study that you were taught. Find these rules on page 8 [or "on the inside front cover of the workbook edition"] and review them again.

If you finish studying your hard words, you may learn the Other Words to Spell given in your book. Or you may study the words that you need in any writing that you do at home or at school.

TUESDAY

The teacher may say:

Today you start studying your More Fun with Words exercises. Let us look at the exercises and see if we know what to do. Read each exercise carefully. Write the answers in your notebook. [Or, "in your workbook."] Pay special attention to the exercises dealing with your hard words.

The teacher will supervise the study and make suggestions and corrections as needed.

WEDNESDAY

The teacher begins:

Today we have the first half of our review test. Listen carefully as I say each word. Say the word softly to yourself. Then write the word correctly.

When the pupils have completed the test, help them to correct their papers and count the number right.

THURSDAY

On Thurdsay the second half of the test is given, this part of the test is corrected, and the total score on both halves of the test is computed. This score may be changed into a grade for the six weeks' period if the teacher wishes to do so. Pupils using the workbook edition should be helped to mark correctly their Review-Test Progress Chart.

FRIDAY

The teacher says:

Today is clean-up day. If you misspelled any words on the Wednesday or Thursday tests, you are to study them today.

These words are your Spelling Demons. You may use the tracing method in studying them. [See page 25 of this manual.] If you did not misspell any words, you may use your extra time in mastering any other words you wish to learn to spell.

PROCEDURE FOR THE HALF-YEARLY REVIEW

In schools which have an extra week for a half-yearly review, or which wish to speed up the work so as to have time for such a review week, the teacher may proceed as follows:

Monday. Ask each pupil to find and write correctly all the words that he misspelled on Friday tests during the half year. He must be sure to copy these words correctly. He then studies them as hard words.

Tuesday. Ask each pupil to find and copy correctly all the words misspelled on the six-week tests. He should study these words as hard words.

Wednesday. Continue the individual study and review of hard words or work with the group in reviewing the entire list.

Thursday. Give Test B of the half-yearly tests.

Friday. Help the pupils to clean up the words misspelled on the half-yearly test.

If the teacher has not given Test A as a pretest at the beginning of the year, she may wish now to give it on Wednesday and to give Test B on Thursday.

Some teachers may have difficulty in finding time for this additional review. If they wish to do so, schools having only a nine-month year may speed up the last six-week period by using four days instead of five each week for the development of each weekly lesson, as follows:

Monday. Presentation and individual word study
Tuesday. Initial test and location of hard words
Wednesday. Study of the individual hard words
Thursday. Final test and clean-up
Friday. Presentation and individual study of the next lesson

By following this plan one additional week will be gained for use as half-yearly review week. This speed-up plan should be effective

during the last period of a half year, since the pupils have accumulated interest and have mastered the procedure.

In schools with a nine-and-a-half-month year, the extra week each half year may be used for review without the speed-up indicated in this section.

Even though the teacher prefers not to plan for an entire week of review, she should find time to give the half-yearly test which is provided for the purpose of measuring spelling achievement during that period.

SUMMARY OF THE REVIEW PROGRAM

The review program of *My Spelling* is complete and adequate, as is shown by the following summary outline:

WEEKLY REVIEW

1. The hard words misspelled on the Wednesday test are studied on Thursday.
2. The Review Words selected by the authors are studied each week on Thursday.
3. Each pupil reviews on Thursday the words he or she misspelled on the Friday test of the preceding week.

UNIT REVIEW

1. Every six weeks all New Words presented during the preceding five weeks are reviewed.
2. Every six weeks each pupil reviews the words he or she misspelled on the Friday tests.
3. Every six weeks each pupil studies again the words he or she misspelled on the review test.

HALF-YEARLY REVIEW

1. Each half year each pupil reviews the words that he misspelled on Friday tests and review tests during that period.
2. The word list for the half year is again reviewed and tested.
3. All words misspelled on the half-yearly test are reviewed and written correctly.

YEARLY REVIEW

1. Each year the hard words for the year are reviewed and rewritten.
2. Each year the hardest words of the preceding year are included among the Review Words and studied again.

V. The Testing Program

The testing program of *My Spelling* is complete. It provides for half-yearly pretests, biweekly progress tests, six-week review tests, half-yearly review tests, and a yearly test. A complete outline of the plan follows. The page references are to this manual.

PRETEST

At the beginning of each half year the child is pretested on a list of words selected from the list for the half year. For this purpose use Test A of the half-yearly tests, given on pages 55–58 and 83–86.

WEEKLY TESTS

1. Each Wednesday all New Words are pretested. In the workbook this is called My First Test.
2. Each Thursday the child self-tests himself on the Hard Words misspelled on the Wednesday test and writes them again.
3. Each Friday all New Words and the Review Words from the preceding week are tested.
4. Each Friday the child self-tests himself again by checking any words misspelled on the Friday test and writing them again.

SIX–WEEK TESTS

1. Each six weeks the child is tested on all New Words taught during the preceding five weeks. This test, called a review test, is always given in two parts in order to avoid fatigue.
2. Each six weeks the child self-tests himself by writing correctly the Spelling Demons misspelled on the review tests.

HALF–YEARLY TESTS

1. Each half year the child is tested on selected words from the list for the half year. For this purpose use Test B of the half-yearly tests, given on pages 55–59 and 83–87.

2. Each half year the child tests himself by writing correctly the words misspelled on the half-yearly test.

YEARLY TEST

1. Each year the child may be tested on the year's list by writing a test on a list of words selected from the yearly list. The teacher herself may select a list of words for this purpose, or may use Test A of both half-yearly tests.

2. Difficult words are tested again the year following the first teaching when they are found in the review lists.

The pretest and half-yearly tests are optional, but their use will give real satisfaction to both teacher and pupils. The pretest is given during the first or second week of school. Its purposes are: first, to obtain a measure of each pupil's ability to spell; second, to aid the teacher in identifying those who are likely to need special help; and third, to afford a base for appraising the progress of each pupil during the half year.

The half-yearly test, or end test, is given when the work for the half year has been completed. The results of this test serve two main purposes. First, the average score of the class may be compared with the average score on the pretest, as a measure of the achievement of the entire group. Second, a comparison of the score of each pupil on the pretest and on the test at the close of the half year gives a measure of individual achievement. Thus a child in Grade Two, for example, who compares a pretest score of 12 words right with a half-yearly test score of 24 words right has a real sense of satisfaction and accomplishment.

Lists of test words for Grade Two are given on pages 55–56. Lists for Grade Three are on pages 83–84. These word lists and the accompanying dictation sentences, pages 56–59 and pages 84–87, are for the teacher's use. The tests are in two parts, A and B. In case a pretest is to be given, it is recommended that Test A be used for that purpose and that Test B be used for the end test at the close of the half year. There is, however, no objection to using both

forms as the pretests and again as end tests, since the lapse of a half year between tests will prevent the memorizing of test words.

Dictation sentences are furnished also for testing both the New and Review Words of each week's lesson. Those for Grade Two are on pages 47–55 and those for Grade Three are on pages 70–83. These sentences may be used on Wednesday or on Friday—or, if the teacher wishes, on both days. They will probably be most helpful if used on Wednesday when the words are not so familiar as they will be later. If used on Wednesday, the teacher will, of course, not include the sentences containing Review Words. No dictation sentences are given for the six-week review tests.

VI. The Teaching of Spelling in Grade One

THE PERIOD OF SPELLING READINESS

In Grade One the child is achieving readiness to learn to spell and is developing the motor co-ordinations essential to the use of the spelling tool, handwriting. He achieves readiness through general language experiences in home, school, and community. At first this vocabulary is a speaking and then a reading vocabulary.

The child is given early ear and speech training to help him in establishing auditory and speech-motor control over words. Then he learns the visual characteristics of words, studies their similarities and differences, and begins to note the letters and word parts which enable him to pronounce new words as they appear in his reading material.

In most schools the child is later introduced to the use of the pencil in writing, taught to make the letters, and to write such words as are useful to him in carrying on his school work and expressing ideas in simple sentences. He is slowly becoming familiar with printed and written symbols. In some schools he is taught to write as many as 150 words.

Modern practice, however, does not favor formal spelling in the first grade. It is better to let the child learn to write functionally at this time; that is, to write those words which his activities make important, such as the following: his name, labels for his belong-

ings, his street number and name, and a small number of basic words essential to even the most simple form of written expression.

In Grade Two of *My Spelling* these basic and essential words are found. In addition to the 264 basic words there are also 27 Little Helpers, words which are important in the child's life. The list of Little Helpers may be placed in the hands of the first-grade teacher, not to teach directly but to serve as a guide in selecting the words to be used in the first lessons in handwriting and written expression. She will also be interested in checking this list against her basic reading list in order to make sure that these words are made a part of the pupil's sight vocabulary. The Little Helpers are so easy that most pupils in Grade Two can spell them without study. For that reason they are not in the basic spelling list for that level.

Little Helpers

a	as	did	if	no	see	up
all	be	do	is	not	she	was
an	but	go	may	of	so	you
are	can	he	my	on	the	

HANDWRITING

The beginning lessons in handwriting are naturally important in establishing the left-to-right sequence in writing and in developing an appreciation of the necessity of correct letter form and sequence in writing. The first words should be written at least one-half inch high, either in cursive or manuscript writing. The child should imitate the teacher's writing, saying the letters after her as he writes the word.

Sound-tracing the word after it is written will help some children to establish the correct sequence faster. This method, however, must be used with care.

There is reason to believe that manuscript writing aids in reading, writing, and spelling. The authors suggest the use of manuscript writing in Grades One and Two with a gradual transition to cursive writing in Grade Three.

The first-grade teacher can develop readiness for spelling by seeking to build the following attitudes, understandings, and abilities in the first year:

1. Good form and movement in handwriting
2. The left-to-right sequence in writing
3. The idea that legibility is important
4. The desire to write correctly
5. The idea that writing is a means of communication
6. An interest in writing for its own sake

VII. The Teaching of Spelling in Grade Two

THE INITIAL PERIOD OF SYSTEMATIC INSTRUCTION

PURPOSES

The appropriate aims or purposes for the teaching of spelling in Grade Two are:

1. To initiate and develop spelling as a tool of written expression
2. To teach spelling as one aspect of language and in its proper relationship to reading, oral language, and handwriting
3. To develop the ability to write automatically the accepted sequence of letters in those words most useful to the child in his written expression
4. To teach and develop a method of learning to spell which will build habits useful throughout school and adult life
5. To acquaint children with fundamental relationships among words and with their likenesses and differences in form and meaning

GENERAL PROCEDURE

The general procedure for the approach, presentation, and development of each unit and each specific lesson has been described on pages 18–31 of this manual. This general procedure is suitable throughout the year if adapted intelligently by the teacher to the changing needs of her pupils.

BASIC SKILLS AND ABILITIES DEVELOPED IN GRADES TWO AND THREE

The skills and abilities in the following list are essential for the child to know and to learn if he is to follow successfully the plan of *My Spelling* in Grades Two and Three. Some of these abilities are

the result of the child's previous experience in Grade One and in preschool life. The teacher needs to consider to what extent the pupils have already learned some of these background skills and to make sure that they master the others that are outlined for these grades.

The child should possess or should develop the following skills and abilities:

Related Reading Skills

1. Ability to comprehend the meaning of simple stories read orally by the teacher and later by the pupil himself
2. Ability to recognize familiar words as wholes and to find them in context
3. Ability to distinguish similarities and differences among visual elements in words
4. Ability to read, understand, and follow directions
5. Ability to work out the pronunciation of new words independently by means of visual and phonetic analysis and synthesis
6. Ability to distinguish small words in larger words
7. Ability to intrepret the meanings of words in context, to recall familiar meanings, and to learn new meanings
8. Ability to solve simple riddles involving the meaning of a word

Related Language Skills

1. Ability to distinguish likenesses and differences in speech sounds and to make speech sounds correctly, such as: the *wh* in *who,* the *th* in *there*
2. Ability to use familiar words orally in sentences
3. Ability to create a simple story using familiar words
4. Ability to distinguish similarities and differences in the sounds of words
5. Ability to write original sentences using new words

Essential Handwriting Skills

1. Ability to form the letters of the English alphabet accurately
2. Ability to number a paper, count errors, and compute a test score
3. Ability to copy new words and sentences accurately and correctly
4. Ability to write automatically familiar words

Essential Spelling Skills

1. Ability to visualize the correct form of words
2. Ability to learn the accepted sequence of letters in a word
3. Ability to learn and use a series of steps in the mastery of a new or difficult word
4. Ability to detect errors in written spelling when the correct spelling is furnished by the teacher
5. Ability to detect errors in spelling by comparing one's own writing of the word with the correct spelling in the word list
6. Ability to learn and use the series of steps involved in review
7. Ability to make word lists and to keep a record of words misspelled
8. Ability to form new words from known word parts

That there is an overlapping in these skills is acknowledged. The lists illustrate the integrated nature of the skills and abilities involved in the language arts and emphasize the need of considering spelling as one phase of the complete language process.

SPECIFIC SKILLS AND ABILITIES DEVELOPED IN GRADE TWO

Each lesson of Grade Two of *My Spelling* presents detailed facts and gives practice in specific abilities and skills by means of the learning exercises.

These exercises are developmental, sequential, and repetitive. If carefully taught, they will give the child increasing familiarity with words and command over them. The teacher must recognize and identify the specific learning items included in each lesson and see to it that the child learns them. For example, the following items are included in Lesson 1, page 7 of the textbook edition. Similar exercises occur in the workbook edition.

1. The meaning of the word *farm*
2. Recognition and writing of initial *l* and *h*
3. Recognition of sound of phonogram *old* and ability to write the word
4. Finding the two-letter word *am*
5. Writing each New Word accurately

At this stage the pupil must be taught items he does not know. He must be supervised in his efforts to read and perform the exercises

given. The teacher will need to take up each exercise in detail and make sure that the child gains the ability to know the facts presented and develops control over the abilities involved in doing the exercises.

Each lesson reviews items already presented and adds new items. It is through careful mastery of these items that the child grows in his ability to identify the peculiarities of words, to see relationships in form and meaning, to gain insight into the nature of words and their meanings, and to learn to write these word forms correctly whenever a need arises.

Below and on the following pages, the specific items to be learned in Grade Two are presented unit by unit. This outline will help the teacher in planning her weekly and daily lessons and in developing the unit themes which integrate spelling with the life and school activities of the child.

The analysis of specific learning items includes both the textbook and the workbook editions. Careful checking of these two editions shows that they are essentially the same. At times the emphasis upon specific skills is slightly different, but in both editions each New Word is included in at least one Fun with Words exercise. The same skills are practiced in both editions. This analysis is designed to show the completeness of the program of word study, its continuity, and the repetition and distribution of essential skills.

The teacher should compare the analysis with Fun with Words in the weekly lessons and plan to give adequate emphasis to each learning exercise. In order to facilitate reference to the child's book, the number is given for the lesson or lessons in which each item is presented. Items which occur only in the textbook edition are marked with a dagger (†). Those which occur only in the workbook edition are marked with an asterisk (*). Those which occur as a part of the weekly review exercises in the workbook edition are marked R. Those in both editions have no special designation.

Unit I · Life with Mary and Jack

WORD ANALYSIS

Identifying letters and letter combinations: *l* in *live* and *like*, 1, 6†; *h* in *his*, 1; *f* in *farm*, 1*; *b* in *big* and *by*, 2; *wh* in *white*, 2; *wh* in *when*, 3; *h* and *r* in *her*, 3; *br* in *brother* and *bring*, 4†; *ing* in *bring*, 4; *b* in *back*, 5; *nn* in *dinner*, 5 R; words ending in *d*, 6

Finding and hearing the common element in rhyme words: *cold–old*, 1; *do–to*, 3; *sun–fun*, 5, 6†; *will–hill*, 5, 6*; *sack–back*, 6†; *now–cow*, 6†; *gay–day*, 6†; *give–live*, 6*

Seeing small words in larger ones: *is* in *his*, 1*; *other* in *brother*, 4*

WORD BUILDING

Adding *s*: *barn*, 3; *house*, 3 R; *apple*, 3 R; *day*, 4; *work*, 4*; *sled*, 5; *bring*, 6†; *help*, 6†

Making new words by adding a letter or by changing letters: *wh* in *white* to *k*, 3 R; *br* in *bring* to *s*, 4; *h* in *hill* to *w*, 5; *h* in *hill* to *k*, 5†; *h* in *hill* to *m*, 5*; *f* in *fun* to *r* and *s*, 5*

DEVELOPMENT OF WORD MEANING

Drawing a picture to illustrate a word: 2
Solving a riddle: 2, 3, 5
Matching a word and a picture: 3
Recognizing opposites: *play–work*, 4; *summer–winter*, 5

IMPROVEMENT OF PRONUNCIATION

wh in *white*, 2, 6*; *wh* in *when*, 3, 6*

OTHER RELATED LANGUAGE-ARTS SKILLS

Improving handwriting: dotting the *i*, as in *dinner*, 4; making the letters *b* and *h*, 5 R

USING THE SPELLING WORDS

Writing a specific word: 1, 3, 6
Copying sentences accurately: 1*, 2, 4, 5
Filling in blanks: 3*, 4 R, 6†
Telling an oral story with the spelling words: 6†
Making a sentence: 6†

Unit II · Barnyard Friends

WORD ANALYSIS

Identifying letters and letter combinations: *ea* in *eat*, 8; *fr* in *from*, 8; *th* in *they*, 10; *f* in *father*, 10; *p* in *pet* and *pig*, 10*; *dr* in *dress*, 11; *ss* in *dress*, 11; *y* in *your*, 11; *th* in *with*, 11; *o* in *or* and *off*, 11; *h* in *him*, 11; *m* and *e* in *made*, 11

Finding and hearing the common element in rhyme words: *fun–run*, 7; *sat–cat*, 7*; *pen–hen*, 8; *cow–now*, 9; *hen–ten*, 10; *game–name*, 10; *song–long*, 10; *boat–coat*, 11*; *sleep–sheep*, 11*

Seeing small words in larger ones: *all* in *call*, 8, 12†; *ink* in *drink*, 9; *as* in *has*, 9; *ice* in *nice*, 10, 12†; *end* in *send*, 10, 12†

WORD BUILDING

Making new words by the use of endings:

Adding *s*: *summer*, 7 R; *girl* and *boy*, 9, 12; *milk* and *drink*, 10 R; *cat*, *dog*, *pet*, *coat*, 12; *pig*, 12†

Dropping *s*: *eggs*, 9 R

Adding *es*: *dress*, 12

Making new words by changing letters: *p* in *pet* to *l* and *m*, 10*; *n* in *nice* to *m*, 11 R

DEVELOPMENT OF WORD MEANING

Recognizing opposites: *work–play*, 7, 12; *white–black*, 7, 12*; *on–off*, 12; *short–long*, 12

Drawing a picture to illustrate a word: 7, 10†, 11†

Matching a word and a picture: 8

Solving a riddle: 9, 12†

Making a riddle: 12†

IMPROVEMENT OF PRONUNCIATION

th in *with*, 12†

OTHER RELATED LANGUAGE–ARTS SKILLS

Improved handwriting: *b* and *k*, 7 R; *a* and *o*, 9 R, 12†; *o*, 11; *f* and *l*, 11 R

Using a capital letter and period correctly in a sentence: 12†

USING THE SPELLING WORDS

Filling in blanks: 7, 8 R, 10 R

Writing a specific word: 7, 11†, 12†

Copying sentences accurately: 8, 9, 10†, 12†

Telling a story with the spelling words: 12†

Unit III · Country Food

WORD ANALYSIS

Identifying letters and letter combinations: the letter *m*, 13; *d* in *cold*, 13†; *br* in *bread*, 14; *c* in *cake* and *could*, 14; *oo* in *good*, 15;

ou in *our*, 15; *y* in *say*, *candy*, *many*, and *very*, 15; *ox* in *box*, 16; *w* in *were*, 16; *er* in *after*, 16; *es* in *goes*, 16; *ll* in *will* and *fall*, 17; *ea* in *teacher*, 17; *th* in *them* and *this*, 18†

Finding and hearing the common element in rhyme words: *fell–sell*, 13; *told–cold*, 13*; *mine–fine*, 14; *dish–wish*, 14*; *be–we*, 17; *bed–red*, 17*; *fish–wish*, 18; *bake–cake*, 18; *hill–will*, 18; *old–cold*, 18†; *bell–sell*, 18†; *come–some*, 18†; *such–much*, 18*; other words that rhyme with *best*, 18†

Seeing small words in larger ones: *way*, in *away*, 13, 18; *other* in *mother*, 14; *and* in *candy*, 15†; *any* in *many*, 15†, 16 R, 18†; *at* in *fat*, 16, 18†; *teach* in *teacher*, 18; *old* in *cold*, 18*; *all* in *fall*, 18*

WORD BUILDING

Making new words by the use of endings:

Adding *s*: *bird*, 16, 18; *rain*, 14 R; *sell*, 14 R; *other*, 15 R; *turkey*, *duck*, *cake*, *mother*, and *teacher*, 18

Adding *es*: *box*, 18

Adding *ed* and *ing*: *dress*, 13 R

Making new words by adding, dropping, or changing a letter or letters: *late* from *l* and *ate*, 14; *m* in *mother* to *br*, 14; *m* in *must* to *j*, 14 R; *g* in *give* to *l*, 15; *s* in *say* to *d* and *w*, 15*; *c* in *could* to *w* and *sh*, 15 R, 18†; *teach* from *teacher*, 17

DEVELOPMENT OF WORD MEANING

Recognizing opposites: *warm–cold*, 13†; *good–bad*, 15

Solving a riddle: 13, 15, 17†

Matching a word and a picture: 16

IMPROVEMENT OF PRONUNCIATION

Pronouncing words clearly and correctly: *d* in *cold*, 13†; *pretty*, 17; *th* in *this* and *them*, 18†

OTHER RELATED LANGUAGE–ARTS SKILLS

Improving handwriting: *m*, 13*, 16, 18†; crossing the *t*, 14; *y*, 15, 18†; *u*, 16 R; *w*, 18†

Using the capital letter: *Miss*, 17, 18†

Using capital letters and periods correctly in sentences: 18†

USING THE SPELLING WORDS

Filling in blanks: 13 R, 17 R

Copying sentences accurately: 14†, 17, 18†

Unit IV · Jack and Mary Go Traveling

WORD ANALYSIS

Identifying letters and letter combinations: *th* in *there*, 19†; *b* in *baby*, 19†; *y* in *baby* and *city*, 19*; *s* in *sister* and *show*, 19*; *oo* in *took*, 20; *j* in *jump*, 20; *w* in *wet*, *went*, and *saw*, 20; *t* in *sit* and *wet*, 20†; *g* in *gave*, 21; *g* in *got*, 21†; *th* in *then*, 21†; *m* in *arm*, 22; *ll* in *tell* and *fill*, 22; *ee* in *seen*, 22; *an* in *man*, 22; *t* in *first* and *most*, 22; *f* in *fill* and *first*, 22†; *f* in *face* and *fast*, 22 R; *g* in *going*, 23; *th* in *that*, 23; *oo* in *wood*, 23†; *y* in *baby*, *city*, *stay*, and *pony*, 24†

Finding and hearing the common element in rhyme words: *far–car*, 19; *pet–let*, 19; *where–there*, 19*; *ten–men*, 19*, 24†; *blow–show*, 19†; *sent–went*, 20; *hide–ride*, 20; *goat–boat*, 20*; *hit–sit*, 20*, 24†; *hot–got*, 21; *man–ran*, 21, 24†; *tag–bag*, 21†; *when–then*, 21*; *bad–had*, 21*; *could–would*, 22; *cold–told*, 22; *cow–how*, 22; *mill–fill*, 22*; *day–stay*, 23; *town–down*, 23; *fall–tall*, 23; *but–cut*, 23; *book–took*, 24†; *bump–jump*, 24†; *ball–tall*, 24†; *hut–cut*, 24†

WORD BUILDING

Making new words by the use of endings:

Adding *s*: *new*, 20 R; *boat*, *bag*, *arm*, and *sister*, 24; *car*, 24†
Adding *ed*: *jump*, 21 R; *fill* and *show*, 24; *stay*, 24†
Adding *ing*: *fall*, 19 R; *jump*, 21 R

Making new words by adding a letter or by changing letters: *m* in *men* to *p* and *t*, 19*; *t* in *took* to *l*, 20; *sh* in *show* to *bl* and *sn*, 20 R; *f* in *fast* and *face* to *l*, 21; *a* in *gave* to *i*, 21*; *w* in *went* to *s* and *t*, 21 R; *m* in *man* to *p* and *c*, 22; *m* in *man* to *t*, 22*; *farm*, from *f* and *arm*, 23 R; *r* in *ride* to *h*, *w*, and *s*, 24†

Recognizing singular and plural (terms not used): 19†, 24

DEVELOPMENT OF WORD MEANING

Recognizing opposites: *old–new*, 19; *big–little*, 20; *sad–happy*, 23
Drawing a picture to illustrate a word: 20†
Matching a word and a picture: 21
Solving a riddle: 23

Using homonyms correctly (term "homonym" not used): *wood–would*, 23

IMPROVEMENT OF PRONUNCIATION

t in *first* and *most*, 22; *then*, *there*, *that*, 24†

PREPARATION FOR DICTIONARY WORK

Recognizing silent *e*: *gave, face, ride,* and *five,* 24

OTHER RELATED LANGUAGE-ARTS SKILLS

Improving handwriting: dotting *j,* 20; crossing *t,* 20†; *f,* 22 R; *y,* 24†; *e,* 24†; *h,* 24†

Using *seen* and *saw* correctly: 23 R

Using capital letters and periods correctly in sentences: 24†

USING THE SPELLING WORDS

Writing a specific word: 19†, 20, 21, 23

Copying sentences accurately: 21†, 24†

Filling in blanks: 22 R, 23 R, 24

Using a spelling word in a sentence: 20 R, 23

Telling a story, using the spelling words: 24†

Unit V · Life in the City

WORD ANALYSIS

Identifying letters and letter combinations: *ea* in *please,* 25; *ai* in *said,* 25; *tr* in *try,* 25†; *b* in *buy,* 25†; *ll* in *ball* and *roll,* 25*; *sch* in *school,* 27; *r* in *read,* 27; *s* in *sing,* 27; *w* in *write,* 27; *gr* in *grade,* 27; *st* in *story,* 27; *d* in *door* and *does,* 28; *th* in *think,* 28†; *thr* in *three,* 29; *l* in *look,* 30

Finding and hearing the common element in rhyme words: *hall–ball,* 25†; *boy–toy,* 25†; *more–store,* 25†; *cry–try,* 25*; *told–hold,* 25*; *nap–cap,* 26; *broom–room,* 26; *wire–fire,* 26; *show–know,* 26; *long–song,* 27; *fun–sun,* 28; *drop–stop,* 28; *bell–well,* 29; *set–get,* 29; *sheep–sleep–keep,* 29; words that rhyme with *ball,* 30; words that rhyme with *get,* 30; words that rhyme with *well,* 30†

Seeing small words in larger ones: *ink* in *think,* 28†; *pen* in *open,* 29

WORD BUILDING

Making new words by the use of endings:

Adding *s*: many words, 25†, 26*, 27†, 28, 30†

Adding *es*: *wash,* 29*

Adding *ed*: *want,* 26†, 30; *roll,* 26 R; *wash,* 29, 30†; *ask,* 30; *look,* 30*

Adding *ing*: *want*, 26, 30*; *look*, 26, 30*; *roll*, 26 R; *try*, 26 R; *buy*, 26 R; *wash*, 29; *ask*, 30*

Adding *er* and *est*: *tall*, 25 R

Dropping *s*: *hands*, 30†

Making new words by adding, dropping, or changing letters: *h* in *hold* to *t*, 25†; *child* from *children*, 27 R; *f* in *fire* to *t* and *w*, 27 R; *l* in *look* to *t*, *c*, *h*, and *b*, 30; *n* in *night* to *l*, *r*, *br*, and *m*, 30†

DEVELOPMENT OF WORD MEANING

Recognizing opposites: *no–yes*, 25; *day–night*, 26

Matching a word and a picture: 27, 29

Solving a riddle: 27, 28

Using homonyms correctly (term "homonym" not used at this level): *to*, *two*, *too*, 30

IMPROVEMENT OF PRONUNCIATION

children, 26

PREPARATION FOR DICTIONARY WORK

Recognizing silent *e*: *gone*, *more*, 28

OTHER RELATED LANGUAGE–ARTS SKILLS

Improving handwriting: *d*'s, 28; *a*'s, 30†; *o*'s, 30†; *m*'s, 30†; *n*'s, 30†

Using *gone* and *went* correctly: 29 R

Using capital letters and end punctuation correctly in sentences: 30†

USING THE SPELLING WORDS

Copying sentences accurately: 25†, 28, 30†

Filling in blanks: 25*, 28 R

Writing a sentence: 25 R, 26*, 30†

Making a sentence: 25 R, 26†

Writing a specific word: 26, 27, 29

Unit VI · Farm and City Friends

WORD ANALYSIS

Identifying letters and letter combinations: *wh* in *who*, 31; *s* in *shoes* and *things*, 31*; *tt* in *letter*, 32; *wh* in *what*, 32; *th* in *thank*, 32;

h and *e* in *home*, 33; *x* in *six* and *next*, 33; *ick* in *sick*, 34; *ea* in *each*, 34; *th* in *teeth*, 34†; *ee* in *been*, 35; *oo* in *soon*, 35; *wh* in *where*, 35†; *ank* in *bank* and *thank*, 36†; *ake* in *make* and *take*, 36†

Finding and hearing the common element in rhyme words: *take–make*, 31; *same–came*, 31; *went–sent*, 31; *near–dear*, 31*; *able–table*, 31*; *down–town*, 33; *fast–last*, 33; *day–way*, 33*, 36†; *stay–way*, 33†; *car–far*, 33*; *near–year*, 34; *make–take*, 34; *game–same*, 34; *find–kind*, 34; *must–just*, 35; *thank–bank*, 35*; *many–any*, 35*; *there–where*, 35*; *tall–wall*, 36†; *pail–mail*, 36†; *kind–mind*, 36†

Seeing small words in larger ones: *air* in *chair*, 31; *ear* in *dear*, 31†; *all* in *wall*, 32; *ear* in *near*, 32; *to* and *day* in *today*, 35; *ear* in *near*, *dear*, and *year*, 36†

WORD BUILDING

Making new words by the use of endings:

Adding *s*: 31†, 33 R, 36
Adding *ed* and *ing*: *open*, 31 R
Dropping *s*: 31†, 36†

Making new words by adding a letter or by changing letters: *w* in *way* to *st* and *pl*, 33*; *n* in *near* to *h* and *d*, 33 R; *never* from *n* and *ever*, 35; *many* from *m* and *any*, 35†; *s* in *sick* to *st* and *p*, 35 R

DEVELOPMENT OF WORD MEANING

Recognizing opposites: *in–out*, 33; *good–bad*, 34
Solving a riddle: 32, 33

IMPROVEMENT OF PRONUNCIATION

wh at the beginning of a word, 31*, 32, 35†, 36; *th* at the beginning of a word, 32, 36; *picture*, 32; *only*, 33; *every*, 34

OTHER RELATED LANGUAGE–ARTS SKILLS

Improving handwriting: *a* and *o*, 32; *l* and *e*, 32; crossing *t*, 36; dotting *i*, 36†

Using capital letters and end punctuation correctly in sentences: 36†

PREPARATION FOR DICTIONARY WORK

Recognizing silent *e*: *table*, 32 R; *home*, *save*, *came*, *take*, 36; *make*, *same*, 36†

USING THE SPELLING WORDS

Writing a specific word: 31, 33
Writing a sentence: 31 R, 32 R, 34 R, 35 R
Copying sentences accurately: 33†, 34, 35†, 36†
Filling in blanks: 34 R, 35*, 36
Telling a story, using spelling words: 36†

The preceding analysis reveals the constant factors that lead to word mastery as well as the new items which are introduced from time to time. With the basic skills which are common to all units and with the specific items as outlined by units, the teacher has all the data in convenient form to aid her in planning the weekly and daily lessons and in developing the unit plan.

In furnishing these lists of items to the teacher, the authors mean only to give help to her in her efforts to find and provide for the needs of her pupils. The basic skills as well as many of the specific items continue from unit to unit to help the teacher to teach the pupils the facts, abilities, skills, and understandings which they need to master in order to spell well. The teacher should always formulate her aims in the light of pupil needs, but the guidance furnished here will help her to do this better.

It is recommended that the teacher develop these skills and abilities as they appear in each lesson and that she check the children's learning, teach, and reteach until the items are mastered.

In teaching a specific item she may proceed somewhat in the following manner:

> Today your Fun with Words exercises ask you to do some things you may not know how to do. Turn to page 11. [Or, page 3 in the workbook edition.] I shall read the first exercise and then ask you to read it after me. It says, "Draw a picture of a house. Write the word *house* below it."
>
> Take a piece of paper and number it 1. [Or, "Find the place in your workbook."] Now draw a picture of a house like this. You may make one something like this one. [She draws on the blackboard.] Now what do you do next? Yes, that is right; write the word *house* under the picture.
>
> Next let us read number 2. It is a riddle. Who can give the right answer? Yes, write the word *apple*.
>
> Now let us read and do the third exercise. "Write the two New Words that begin with *b*." Can you find them? What are they? Yes, they are *big* and *by*. Now write them.

Certain exercises call the attention of the children to word parts, the formation of letters, and so on. For instance, on page 11, exercise 4 [page 5, exercise 5, of the workbook edition]: "One of your New Words begins with *wh*. Look at it. Say it carefully. Then write it." The *wh* may present an ear, speech, or writing difficulty. The teacher may have to spend some time in teaching the children to say *wh* instead of *w*. Children may have formed the habit of saying *wite*, and they must be taught to hear, see, and say *wh*.

In a similar manner the teacher may develop the details of any lesson in the grade.

DICTATION SENTENCES FOR THE WEEKLY LESSONS

LESSON 1

New Words. 1. A city cat went to visit the *farm*. 2. An *old* dog met her at the gate. 3. He showed *his* teeth and barked at her. 4. The cat did not *like* this. 5. "I will not *live* with a cross old dog," she said. 6. "I *am* going back to the city."

LESSON 2

New Words. 1. Mary likes to keep *house*. 2. She has a little *white* playhouse. 3. It stands under a *tree*. 4. One day an *apple* fell on the playhouse. 5. It made a *big* noise. 6. Jack found the apple *by* the little porch.

Review Words. 1. Uncle Ned has peaches on his *farm*. 2. I *like* to help him gather them. 3. I should like to *live* on a farm.

LESSON 3

New Words. 1. The old *cow* was tired of the farm. 2. She did not like to live in the *barn*. 3. She started down the road *when* no one was looking. 4. A black *horse* was eating grass in the field. 5. The horse told *her* the grass was very good. 6. She began *to* eat grass and forgot to run away.

Review Words. 1. Bob lives in a pretty yellow *house*. 2. Sally gave me an *apple*. 3. Jane wore her *white* dress to the party.

LESSON 4

New Words. 1. Jack likes to *work* on the farm. 2. He says that it is fun to *help* his father. 3. He likes to hear the *dinner* bell.

4. Jack is tired at the end of the *day*. 5. Spike will *bring* the cows from the pasture. 6. Mary and her *brother* will gather the eggs.

Review Words. 1. Jack can ride a *horse*. 2. He keeps his horse in the *barn*. 3. Spike comes *when* Jack calls.

LESSON 5

New Words. 1. One day *snow* covered the ground. 2. "Let's slide on my new *sled*," said Tom. 3. Down the *hill* the boys went. 4. Then they pulled the sled *back*. 5. "It isn't much *fun* to climb this hill," said Fred. 6. The boys like winter better than *summer*.

Review Words. 1. Mary can *help* her mother. 2. After *dinner* she washed the dishes. 3. Mary's *brother* does not like to wash dishes.

LESSON 7

New Words. 1. Our *two* kittens were playing together. 2. One kitten was *black* and one was white. 3. A big *dog* came by. 4. The black kitten wanted to *run*. 5. The white kitten wanted to *play*. 6. The mother *cat* was sitting near by. 7. She sprang to her *feet* and chased the dog away.

Review Words. 1. The best time for a picnic is *summer*. 2. Mary likes to ride on Old Molly's *back*. 3. Jack wades through the *snow* in his new boots.

LESSON 8

New Words. 1. Mary and Jack have an old *hen*. 2. She sat on some big brown *eggs*. 3. They almost filled her *nest*. 4. The mother hen hatched twelve chicks *from* the eggs. 5. See her find some food and *call* her chicks to her. 6. The chicks will *eat* the food. 7. Mary and Jack are *glad* that they live on a farm.

Review Words. 1. Jim wears *black* shoes in winter. 2. We *play* good games at school. 3. How many are *two* and two?

LESSON 9

New Words. 1. Dick is a city *boy*. 2. Sally is a city *girl*. 3. They went to the farm *for* a visit. 4. "We shall have some fun *now*," said Sally. 5. They saw Uncle Ben *milk* the cows. 6. They saw a baby lamb *drink* milk from a bottle. 7. "This *has* been a good visit," said Dick. 8. "It has been fun for *us*," said Sally.

Review Words. 1. Sally took the basket of *eggs* to the house. 2. Dick got a letter *from* his cousin. 3. He was *glad* to get a letter.

LESSON 10

New Words. 1. Jack's *pig* was drinking milk. 2. The pig put his *long* nose into the milk. 3. Is that a *nice* way to drink milk? 4. The pig's *name* is Bubbles. 5. There are *ten* little pigs in the pen. 6. When *they* are hungry, they grunt and squeal. 7. Jack's *father* feeds corn to the pigs. 8. He will *send* them to market soon. 9. Jack's *pet* will stay at home.

Review Words. 1. Brownie gives rich *milk*. 2. The calves must be fed *now*. 3. See them *drink* their milk.

LESSON 11

New Words. 1. Father has *sheep* on the farm. 2. Jack went *with* him to the pasture. 3. Each sheep has a warm *coat* of wool. 4. In the spring the wool will be cut *off*. 5. Many clothes are *made* of wool. 6. Is Jack's sweater wool *or* cotton? 7. Mother made *him* some warm mittens. 8. Mary's red *dress* is woolen. 9. Is *your* cap made of wool?

Review Words. 1. Mary went with her *father* to the city. 2. They had a *long* ride. 3. Mary said, "I had a *nice* time with Daddy."

LESSON 13

New Words. 1. It was a *cold* November day. 2. The *rain* was falling. 3. It was a good *time* to stay indoors. 4. Father said, "We *must* pack a case of eggs." 5. Tomorrow is the day to *sell* them. 6. We will take *them* to town in the morning. 7. We can be *away* from the farm all day. 8. There is not *much* work to do now. 9. We will *come* home in the evening.

Review Words. 1. Our *sheep* do not mind the cold wind. 2. Mary has a pretty red *dress*. 3. She will get a new *coat* for her birthday. 4. Jack fell *off* his slide.

LESSON 14

New Words. 1. Betty's *mother* let her have a small party. 2. She said that Betty *could* invite three friends. 3. The girls had a *fine* time playing games. 4. At six o'clock they *ate* supper. 5. Mother had baked some fresh *bread*. 6. She had made a *cake* with

white frosting. 7. There were apples and *other* good things to eat. 8. "This is the *best* cake I ever tasted," said Helen. 9 "I *wish* that I knew how to bake," said Betty.

Review Words. 1. How *much* money did you save this summer? 2. The *rain* almost spoiled the picnic. 3. The children *must* leave for school now. 4. How many pigs did Jack's father *sell*?

LESSON 15

New Words. 1. Daddy made some *candy*. 2. He added a little *water* to some syrup and sugar. 3. He knew just how *many* minutes to let this boil. 4. Then he added a small lump of *butter*. 5. He beat two egg whites until they were *very* stiff. 6. We cracked some nuts from *our* walnut tree. 7. Daddy will *give* some to Mother and me. 8. His candy is always *good*. 9. Did Mother *say* that Daddy knows how to cook?

Review Words. 1. Mother cooked a *fine* dinner. 2. Susan likes to play with *other* children. 3. What did Bob say when he *ate* the candy? 4. Do you think you *could* learn to make fudge?

LESSON 16

New Words. 1. A big *turkey* lives on our farm. 2. There he *goes* now. 3. He is *fat*, but he can run fast. 4. See him sit on top of the *box*! 5. Many of our turkeys *were* sold for Thanksgiving. 6. We have *some* of them left. 7. They will be gone *after* Christmas. 8. Jack wants to keep his *duck*. 9. It is a very funny *bird*.

Review Words. 1. Mother made some apple *butter*. 2. The apples grew on *our* trees. 3. How *many* days are there in December? 4. Did you *water* the flowers?

LESSON 17

New Words. 1. Jack found a *pretty* apple. 2. It was round and *red*. 3. He gave it to his *teacher*. 4. "I brought *this* apple for you," said Jack. 5. *Miss* Lee thanked him for it. 6. "I *will* eat it for my lunch," she said. 7. "Do you *have* many apples?" she added. 8. "Yes, *we* have lots of them now," said Jack. 9. "Some of our apples *fall* to the ground," Jack added.

Review Words. 1. What did the *turkey* say to the duck? 2. Each summer Susan *goes* to visit her cousin. 3. Where *were* the children going? 4. What is the largest *bird* on the farm?

LESSON 19

New Words. 1. Mary has a letter from the *city*. 2. It says that Betty has a little *sister*. 3. Aunt Jo will call the *baby* Ruth. 4. Father will take Mary to the city in his *car*. 5. Mary can hardly wait until she gets *there*. 6. She hopes that Aunt Jo will *let* her hold the baby. 7. Betty will *show* Mary the baby's pretty clothes. 8. Father will talk with Uncle Tom about a *new* car. 9. "The *men* don't care to play with the baby," said Betty.

Review Words. 1. This *pretty* book has some good stories in it. 2. Do not let the baby *fall*. 3. These flowers are for the *teacher*. 4. "Thank you," said *Miss* Rose.

LESSON 20

New Words. 1. Bob has a small *boat*. 2. He *took* Jack out on the pond. 3. The wind made *little* waves. 4. It was fun to watch the boat *ride* the waves. 5. Jack did not want to *sit* still. 6. Bob *saw* him reach for something in the water. 7. The boat turned *over*. 8. "Let's *jump*," said Bob. 9. The water was not deep, but the boys' clothes got *wet*. 10. The boys *went* home in a hurry.

Review Words. 1. Betty and Mary went to the picture *show*. 2. They saw their cousin *there*. 3. Jack likes to go to the show with his *sister*. 4. We have a *new* pupil in our grade.

LESSON 21

New Words. 1. Father *gave* the boys some money for the circus. 2. Bob bought a *bag* of peanuts. 3. Jack wanted to ride the *pony*. 4. He gave the man *five* cents. 5. It was all the money he *had* left. 6. He *got* on the pony's back. 7. The pony *ran* around in a circle. 8. Jack thought it ran very *fast*. 9. The boys *then* went to the animal tent. 10. The little monkey has a funny *face*.

Review Words. 1. Bob painted his *boat* white. 2. The pony can *jump* through a hoop. 3. The boys *went* to the circus. 4. They *saw* a funny clown.

LESSON 22

New Words. 1. Betty and Mary *would* like to go to the market. 2. Mary carries a basket on her *arm*. 3. The girls will *fill* it with fruit and vegetables. 4. They saw a *man* who had an outdoor market. 5. He *told* Mary about his fruit. 6. She had never *seen* such

nice vegetables. 7. "Please *tell* me where you get them," said Mary. 8. "I raise *most* of the vegetables myself," the man said. 9. He asked the girls *how* much fruit they wanted. 10. "I must count my money *first*," said Betty.

Review Words. 1. A brown *pony* lived on the farm. 2. The boys *gave* the pony some fresh hay. 3. The pony runs very *fast*. 4. He has a white spot on his *face*.

LESSON 23

New Words. 1. Bob and Betty came *down* the street. 2. They were *happy* as could be. 3. They were *going* to their new home. 4. "Shall we *stay* there tonight?" said Betty. 5. Betty has a *tall* mirror in her room. 6. The walls in her room are blue as the *sky*. 7. The *wood* in her bed is painted white. 8. Jack has *one* chest of drawers. 9. He has a model airplane *that* he made himself. 10. Jack has *cut* out some airplane pictures.

Review Words. 1. Mary made her *first* visit to the city. 2. She had never *seen* Uncle Tom's new house. 3. Jack put his books under his *arm*. 4. Bob and Betty *would* like to go to the farm.

LESSON 25

New Words. 1. Betty went to the *store*. 2. She stopped at the *toy* counter. 3. "May I *please* look at the toys?" she asked. 4. She saw a teddy bear with a big *ball*. 5. The teddy bear could *hold* the ball. 6. He could not *roll* it. 7. "I want a doll that can talk," *said* Betty. 8. "This doll will *try* to talk," said the clerk. 9. "Will you *buy* this one?" he asked. 10. "Oh, *yes*," said Betty, "Ruth will like it."

Review Words. 1. We are *going* to the fair. 2. Bob is *happy* to be with Father. 3. Frank *cut* his hand with his new knife. 4. Jack wants to be as *tall* as his father.

LESSON 26

New Words. 1. Mother came into the *room*. 2. The *children* were ready for school. 3. Betty wore a *blue* dress. 4. Bob wore a brown *cap*. 5. "How nice you *look*!" said Mother. 6. "I *want* you to take good care of your clothes," she added. 7. That *night* they sat in the living room. 8. The *fire* in the fireplace was burning brightly. 9. "I have a new storybook *here*," said Mother. 10. "I *know* you children will like it," she added.

Review Words. 1. The baby likes to *roll* the ball. 2. Jack will *try* to save more money. 3. He wants to *buy* savings stamps. 4. Bob's health report will *please* his mother.

LESSON 27

New Words. 1. Most boys and girls like to go to *school.* 2. There are thirty pupils in our *second* grade. 3. Twenty-five pupils are in our third *grade.* 4. Our room has just bought a big *flag.* 5. We like to have our teacher *read* to us. 6. She is reading from a *book* about animals. 7. Today's *story* was about a grizzly bear. 8. Sometimes we try to *write* a story. 9. All the children in our room like to *sing.* 10. The *song* we like best is "America."

Review Words. 1. I like to sit by the *fire.* 2. Betty has a pair of *blue* mittens. 3. Do you *know* every word of the song? 4. How many *children* are in your grade?

LESSON 28

New Words. 1. The milkman comes before *seven* o'clock. 2. The horses *stop* outside the house. 3. The milk should not stand in the *sun.* 4. The milkman puts the milk near the *door.* 5. Sometimes he leaves cream *too.* 6. Bob and Betty *think* that milk is good. 7. Betty *does* not forget to give some to Taffy. 8. Taffy keeps on drinking until her milk is *gone.* 9. How does Taffy *ask* for more milk? 10. When she wants *more,* she says "Mew, mew."

Review Words. 1. What *story* did you read today? 2. Please *write* your name on your paper. 3. How many children are in the *second* grade? 4. Today we will *read* about the flag.

LESSON 29

New Words. 1. Bob and Betty always *keep* well. 2. They *wash* their hands before eating. 3. Bob's *hands* get dirty when he plays ball. 4. He likes to sleep in a big wide *bed.* 5. Betty does not like to *get* up early. 6. One *morning* she was late for school. 7. The teacher did not like that very *well.* 8. The children eat *three* good meals each day. 9. They *sleep* eleven hours each night. 10. They always sleep with their windows *open.*

Review Words. 1. There are *seven* days in a week. 2. Jack's father has *gone* to the city. 3. How *does* your story begin? 4. Six and how many *more* make ten?

LESSON 31

New Words. 1. Mary has a *doll* house. 2. It has a small *table* in it. 3. It has a little *chair* for the doll. 4. Betty *sent* Mary some pretty dishes. 5. Mary tries to keep *things* in good order. 6. The doll lost one of her *shoes*. 7. "Oh, *dear*," said Mary, "I cannot find the shoe." 8. The shoes *came* from the big store. 9. She does not know how to *make* a doll's shoe. 10. Do you know someone *who* can make a doll's shoe?

Review Words. 1. Bob keeps his window *open* when he sleeps. 2. Did you *keep* your knife in your pocket? 3. Let's *wash* our hands before eating. 4. The sun rose early this *morning*.

LESSON 32

New Words. 1. Mary ran to get the *mail*. 2. The mailbox was *near* the gate. 3. She got a *letter* from Betty. 4. Do you know *what* she found in it? 5. She found a *picture* of Baby Ruth. 6. "You will *love* our baby," said Betty. 7. "I'll put the picture on my *wall*," said Mary. 8. Mary will *thank* Betty for the picture. 9. She will tell her *about* the picnic. 10. Next *week* Mary is going to visit Betty.

Review Words. 1. Do you know *who* wrote a letter to Mary? 2. Where did Mary get the doll's *shoes*? 3. The doll has a little *table*. 4. She sits up straight in her *chair*.

LESSON 33

New Words. 1. It was *four* o'clock in the morning. 2. On the farm *only* Father was awake. 3. Jack was alseep in the *next* room. 4. Father called, "It's time to be on our *way*." 5. In *town* Father sold some butter and eggs. 6. On the way home a tire blew *out*. 7. Father and Jack were not *far* from town. 8. At *last* the tire was fixed. 9. They came *home* tired but happy. 10. It was almost *six* o'clock.

Review Words. 1. We get our *mail* twice each day. 2. Mary likes to get a *letter*. 3. She put the baby's *picture* on the wall. 4. Mary's doll house stands *near* a big tree.

LESSON 34

New Words. 1. One day Jack had a *bad* toothache. 2. That *same* day his father went to town. 3. He said that he would *take* Jack to the dentist. 4. Bad teeth sometimes make boys and girls

sick. 5. Children should learn how to use *their* toothbrushes. 6. Everybody likes to see clean *teeth*. 7. Jack and Mary brush their teeth *every* day. 8. They brush their teeth *each* morning. 9. Father takes them to the dentist twice a *year*. 10. The dentist is *kind* and tries not to hurt them.

Review Words. 1. Tom is the *only* boy who spelled all his words. 2. The *next* lesson is not so hard. 3. The *town* is only ten miles away. 4. Would you like to get up at *four* o'clock?

LESSON 35

New Words. 1. It is Jack's birthday *today*. 2. He is *just* ten years old. 3. Father gave him a toy *bank*. 4. There wasn't *any* money in it. 5. Father *put* some pennies in it. 6. Now Jack will *save* his money. 7. If he *ever* needs money, he will have it. 8. Have you *been* to the big bank? 9. Jack will go there *soon*. 10. Father will tell him *where* to find it.

Review Words. 1. The baby is getting her first *teeth*. 2. The boys put *their* money in the bank. 3. Jack knows *every* word. 4. Nobody likes to be *sick*.

HALF-YEARLY TESTS

TESTS FOR THE FIRST HALF YEAR

Test A

white	play	they	could	by
hen	father	away	tree	your
red	have	work	call	dress
must	his	glad	rain	sell
summer	now	them	our	many

Test B

cow	drink	duck	mother	ate
eggs	cold	fat	bring	has
goes	give	like	ten	pretty
Miss	snow	cat	water	this
dinner	name	come	bread	candy

TESTS FOR THE SECOND HALF YEAR

Test A

sister	jump	write	dear	teeth
got	second	doll	sick	saw
grade	wash	love	tall	door
sleep	letter	five	book	seven
any	bag	how	blue	just

Test B

ride	tell	children	shoes	wood
city	sun	put	man	had
more	six	pony	cut	keep
near	thank	car	yes	only
each	arm	buy	ever	been

DICTATION SENTENCES FOR THE HALF-YEARLY TESTS

FIRST HALF YEAR, TEST A

1. Spike has a *white* spot on his forehead.
2. Mary's pet *hen* has a nest in the barn.
3. Mother is knitting Mary a pair of *red* mittens.
4. I *must* gather the eggs before it gets dark.
5. The pansies in the garden will bloom all *summer*.
6. Our kitten likes to *play* with a toy mouse.
7. Jack saw his *father* in the yard feeding the chickens.
8. Jack and Mary *have* fed the chicks.
9. Jack got a sled for *his* birthday.
10. It is *now* time to milk the cows.
11. Away *they* went down the hill.
12. Mother has gone *away* for a visit.
13. Jack likes to *work* in the garden.
14. Mother was *glad* to have Mary wipe the dishes.
15. You may get some apples and give *them* to Miss Lee.
16. Jack *could* not see Spike anywhere.
17. The cows like to rest under that *tree*.
18. Mother heard Jack *call* his dog.
19. Father says his corn needs *rain*.
20. We saw *our* sheep eating grass in the pasture.
21. A pretty rose grew *by* the garden gate.

22. I think *your* mother makes good cakes.
23. Mary likes her pink *dress* best.
24. Father will *sell* the eggs in town.
25. How *many* things in a dozen?

FIRST HALF YEAR, TEST B

1. The brown *cow* has a white calf.
2. We found seven *eggs* in the nest.
3. Jack *goes* to school five days a week.
4. *Miss* Lane is my music teacher.
5. Father likes apple pie for his *dinner*.
6. Jack and Mary do not *drink* coffee.
7. They like a glass of *cold* milk.
8. Mary will *give* her kitten a saucer of milk.
9. After school Jack and Mary play in the *snow*.
10. Betty is a pretty *name* for a little girl.
11. Jack's pet *duck* likes to walk in the rain.
12. Father gives his pigs corn to make them *fat*.
13. The children *like* eggs for breakfast.
14. Our *cat* has four black-and-white kittens.
15. The children are hungry when they *come* home from school.
16. Mary thanked her *mother* for the new mittens.
17. Father will *bring* some apples from the orchard.
18. We saw *ten* robins in the front yard.
19. Jack carried some cold *water* for Father to drink.
20. Mary wants to learn to make *bread*.
21. Jack *ate* a piece of pumpkin pie.
22. Jack's pet pig *has* a curly tail.
23. Mary wore a *pretty* new dress to the party.
24. I found *this* rose in the garden.
25. The grocer gave Mary a *candy* bar.

SECOND HALF YEAR, TEST A

1. My *sister* calls her doll Susie.
2. Bob *got* a drum for Christmas.
3. Mary's cousin is in the third *grade*.
4. Bob and Betty *sleep* eleven hours each night.
5. There isn't *any* milk in the saucer.
6. Sport likes to *jump* over the fence.

7. The children of the *second* grade sang a song.
8. Betty will *wash* the doll's dress.
9. Bob has a nice *letter* from Jack.
10. Betty ran to the store for a *bag* of salt.
11. Mary wants to *write* her cousin a letter.
12. This *doll* has pretty brown curls.
13. Bob and Betty *love* their baby sister.
14. Bob saw *five* wrens in the rosebush.
15. The children are learning *how* to count to five hundred.
16. There are four *dear* little rabbits in the pen.
17. The nurse came to see the *sick* child.
18. Bob's father is a *tall* man.
19. This *book* has some Mother Goose rhymes.
20. Betty's *blue* dress is trimmed with red.
21. The dentist cleaned Jack's *teeth.*
22. The boys *saw* the firemen rush down the street.
23. Remember to close the *door* softly.
24. Betty has read *seven* books this term.
25. It was *just* eight o'clock when the bell rang.

SECOND HALF YEAR, TEST B

1. Bob is learning to *ride* his bicycle.
2. Jack's father goes to the *city* every week.
3. We found *more* eggs in Old Biddy's nest.
4. The pigs have a pen *near* the barn.
5. The children salute the flag *each* day.
6. Bob's father likes to *tell* a good story.
7. Betty wore *sun* glasses on the beach.
8. Father took *six* boys for a boat ride.
9. They did not forget to *thank* him for it.
10. Jack can throw hard with his long *arm.*
11. The *children* ran into the house out of the rain.
12. Betty has just *put* her doll to bed.
13. The circus *pony* kicked up its heels.
14. Jack likes to ride in his father's *car.*
15. Bob wants to *buy* a ball and bat.
16. Betty wears cool *shoes* in summer.
17. We saw a *man* catch a fish.
18. Jack *cut* his hand with his new knife.

19. Mary said, "Oh, *yes*, Mother, I will go."
20. Did you *ever* hear the story of Jack the Giant Killer?
21. The wheels on this wagon are made of *wood*.
22. We *had* a nice time at the party.
23. The children *keep* their books clean.
24. Bob missed *only* two words.
25. The boys have *been* playing marbles.

VIII. The Teaching of Spelling in Grade Three

THE AIMS OF INSTRUCTION IN GRADE THREE

PURPOSES

Many of the aims of teaching spelling in Grade Two are carried over to Grade Three, but the emphasis is different because of the progress which has been made in the mastery of certain understandings and skills. A restatement and modification of the aims of Grade Two and the addition of certain new aims for Grade Three will therefore be helpful to the teacher. These aims are:

1. To continue the development of spelling as a tool which enables the child to communicate ideas to others in written form
2. To continue the emphasis on spelling as one of the language arts, with due emphasis upon oral and written language, reading, and handwriting
3. To develop the ability to write automatically the accepted sequence of letters in the vocabulary of the third grade as presented in *My Spelling*, and to help the child to master the automatic writing of other words needed in his written expression
4. To further strengthen the child's ability to use the spelling method
5. To continue to develop fundamental relationships among words, their likenesses and differences, and the ability to spell the variant forms of words by the addition of the endings *s*, *es*, *ed*, and *ing*
6. To develop in the child some control over the alphabet, the phonetic elements in words, and the arbitrary symbols used in spelling English words
7. To enrich word meanings and to improve the child's ability to use words accurately in his oral and written expression

GENERAL PROCEDURE

The general procedure in Grade Three is the same as that indicated on pages 18–31 of this manual, modified appropriately by the teacher to meet the increasing development of the pupils.

BASIC SKILLS AND ABILITIES DEVELOPED IN GRADES TWO AND THREE

For a discussion of this topic, see pages 35–37.

SPECIFIC SKILLS AND ABILITIES DEVELOPED IN GRADE THREE

As in Grade Two, each lesson presents detailed facts and affords practice in specific abilities and skills. The exercises Fun with Words should be examined carefully each week by the teacher and developed according to the children's needs. For example, Lesson 2, page 11, textbook edition emphasizes the following:

1. Completing sentences, using the New Words
2. Finding the New Words in the word list
3. Understanding the meanings of the New Words
4. Identifying the *ea* in *cream*
5. Finding the word that ends in *ch*
6. Solving a verbal riddle
7. Adding *er* to *warm*
8. Making a New Word by adding *s* to *step*
9. Finding the New Words that rhyme with *seed*, *will*, *rain*

Similar items are given in Lesson 2, page 3 of the workbook edition.

The children should have developed some ability to read and follow the simple directions in the exercises; but the teacher must make sure that they understand the directions fully and that they carry them out accurately as directed. She must supervise the independent work of the pupils and develop such items as the pupils do not know. She must make sure that the child masters each item as he goes along.

Each lesson repeats items already presented and adds new items. Through these study exercises the child should grow in his knowledge of words, their similarities and differences, their meanings, and their use in expressing ideas.

To aid the teacher in identifying the important general aims for each unit and the specific skills and abilities to be taught or exercised, the following analysis of specific items is presented. This analysis includes both the textbook and the workbook editions. Careful checking of these two editions shows that they are essentially the same. At times the emphasis upon specific skills is slightly different, but in both editions each new word is included in at least one Fun with Words exercise.

The teacher should compare this analysis with Fun with Words in the weekly lessons and plan to give adequate emphasis to each learning exercise. In order to facilitate reference to the child's book, the number of the lesson or lessons in which each item is presented is given. Items which occur only in the textbook edition are marked with a dagger (†). Those which occur only in the workbook edition are marked with an asterisk (*). Those which occur as a part of the weekly review exercises in the workbook edition are marked R. Those in both editions have no special designation.

Unit I · Ways of Travel

WORD ANALYSIS

Identifying letters and letter combinations: *t* in *basket* and *rest*, 1; *ea* in *cream*, 2†; *ch* in *watch*, 2†; *a* in *around*, 3; *r* in *world*, 3; *rr* in *carry*, 3; *oo* in *food*, 3; *dr* in *drank*, 3†; *ss* in *cross*, 5; *ur* in *hurt*, 5; *bl* in *block*, 5; *dd* in *middle*, 5; four words having *un* in them, 6*

Finding and hearing the common element in rhyme words: *seed–need*, 2; *will–mill*, 2; *rain–train*, 2; *cream–dream*, 2*; *sea–tea*, 3; *silk–milk*, 3*; *bank–drank*, 3*; *sit–bit*, 4; two words that rhyme with *drank*, 4 R; *well–bell–fell*, 5; *gate–late*, 5; three words that rhyme with *mill* and three that rhyme with *bit*, 6*

Seeing small words in larger ones: *up* in *cup*, 3; *air* and *plane* in *airplane*, 4

WORD BUILDING

Making new words by the use of endings:

Adding *s* without any other change: 2, 3, 4, 6*

Adding *ed*: *need*, 2*; *roll*, 2 R; *watch*, 3 R; *start*, 5; *walk*, 5; *climb*, 5 R

Dropping *ed*: *asked*, 3

Adding *ing*: *need*, 2*; *roll*, 2 R; *ask*, 3†; *watch*, 3 R; *climb*, 5 R
Adding *er*: *warm*, 2

Making new words by adding, dropping, or changing a letter or letters: *wood* from *woods*, 6*; *foods* from *food*, 6*; *round* from *around*, 3†; *s* in *silk* to *m*, 3†

DEVELOPMENT OF WORD MEANING

Solving a riddle: 2, 6
Learning more than one meaning of a word: *watch*, 2*; *block*, 6
Matching words and pictures: 4
Recognizing opposites: *above–below*, 4, 6*; *small–large*, 5; *early–late*, 6*; *east–west*, 6*

IMPROVEMENT OF PRONUNCIATION

often, 3; *climb*, 4

PREPARATION FOR DICTIONARY WORK

Identifying silent letters: *t* in *often*, 3; *b* in *climb*, 4

OTHER RELATED LANGUAGE–ARTS SKILLS

Using capital letter to begin a sentence: 3 R, 5 R
Improving handwriting: *a* and *o*, 6; *u* and *n*, 1*, 6*
Writing abbreviations correctly: *Mr.* and *Mrs.*, 6

USING THE SPELLING WORDS

Filling in blanks: 1, 2, 3 R, 4*, 4 R, 5*, 5 R
Copying sentences accurately: 4†, 5†, 6†
Writing specific words: 6
Writing sentences: 6*

Unit II · Many Kinds of Homes

WORD ANALYSIS

Identifying letters and letter combinations: *l* in *lived* and *lake*, 7; *gr* in *grew*, 7; *ll* in *killed*, 7†; *cl* in *class*, 7†; *er* in *cover*, 7*; *ss* in *class*, 7*; *st* in *stood*, 7*, 12; *ir* in *dirt*, 8; *th* in *those*, 8; *h* in *hard* and *houses*, 8*; *ea* in *real*, 9; *mm* in *hammer*, 9; *br* in *brought*, 9, 12; *fr* in *front*, 9; *s* in *nails*, 9*; *ss* in *grass*, 10; *ur* in *burn*, 11; *br* in *brick*, 11, 12; *br* in *break*, 11, 12; *ch* in *catch*, 11; *st* in *stone*, 11, 12; *st* in *street*, 11, 12; *or* in *corner*, 11†; *cor* in *corner*, 11*

Finding and hearing the common element in rhyme words: *park–dark–mark*, 7; *filled–killed*, 7*; *door–floor*, 8; *bug–rug*, 8; two words

that rhyme with *grew*, 8 R; *arouna–found*, 9; *most–post*, 10; *hot–lot*, 10; *hard–yard*, 10; *bud–mud*, 10; *taking–making*, 10; *pole–hole*, 10*; two words that rhyme with *found*, 10 R; *bring–ring*, 11; *night–fight*, 11; *hole–pole*, 11; *slow–blow*, 11; other words that rhyme with each of the words *fight*, *ring*, *lake*, 12

Seeing small words in larger ones: *something*, 9; *air* in *pair*, 10; *or* in *corner*, 11†

WORD BUILDING

Making new words by the use of endings:

Adding *s*: 7†, 9, 10, 10 R, 11, 12

Dropping *s*: 9†, 10, 12

Adding *es*: *class*, *grass*, *catch*, 12

Adding *ed*: *walk*, 7 R; *cross*, 7 R; *burn*, 11

Adding *ing*: *walk*, 7 R; *cross*, 7 R; *burn*, 11†; *build*, *catch*, 12; *fight*, *find*, 12†; *blow*, *cover*, 12*

Adding *er*: *hunt*, 7†

Forming plural by adding *s* and singular by dropping *s* (terms *plural* and *singular* not used): 12

Making new words by adding, dropping, or changing a letter or letters: *st* in *stood* to *w*, 7†; adding *y* to *dirt*, 8; changing *f* in *fight* to *l* and *r*, 11; changing *d* in *dry* to *c* and *t*, 11 R

DEVELOPMENT OF WORD MEANING

Recognizing opposites: *soft–hard*, 8†, 12†; *wet–dry*, 10, 12†; *over–under*, 10; *front–back*, 12; *light–dark*, 12; *lost–found*, 12*

Matching word and picture: 7

Solving a riddle: 9

IMPROVEMENT OF PRONUNCIATION

people, 8; *sure*, 9

PREPARATION FOR DICTIONARY WORK

Recognizing silent *e*: 10, 11, 12

Using homonyms correctly (term "homonym" not used at this level): *ours–hours*, 9 R

OTHER RELATED LANGUAGE–ARTS SKILLS

Improving handwriting: *l*, 7; crossing *t*, 11; *n* and *u*, 12

Forming contractions: how to make *didn't* from *did not*, 8

Using capital letters for a proper name: *Indian*, 8 R, 12; to begin sentence: 11 R, 12†

Using end punctuation in sentences: 12†

USING THE SPELLING WORDS

Writing a specific word: 7, 9, 10
Copying sentences accurately: 8†, 10†, 12†
Filling in blanks: 8*, 10*, 11 R
Writing a sentence: 8 R
Writing a little story: 12†

Unit III · What We Wear

WORD ANALYSIS

Identifying letters and letter combinations: *oo* in *foot*, 13; *th* in *than* and *both*, 13; *gr* in *grow* and *ground*, 13; *wh* in *why*, 13; *ee* in *seed*, 14; *oo* in *cool*, 14; *tt* in *cotton* and *better*, 14; *ui* in *suit*, 15*; *a* in dollar, 17; *ight* in *bright*, *light*, *right*, 18

Finding the common element in rhyme words: *bear–wear*, 13; *hop–top*, 13; *would–should*, 13; *bit–fit*, 13†; *know–grow*, 13†; *landing–standing*, 13*; *night–light*, 14; *sick–pick*, 14; *not–hot*, 14; *pipe–ripe*, 14; *letter–better*, 14†; *seen–green*, 17; *stop–shop*, 17; *lost–cost*, 17†

Seeing small words in larger ones: *way* in *always*, 13, 18; *rain* in *raining*, 13; *it* in *fit*, 13; *say* in *says*, 13; *near* in *nearly*, 14; small words in *spring*, 14, and *plant*, 14†; small words in *afternoon*, 16, 18, *pink*, 16, *never*, 16, *fairy*, 16, *also*, 16, *outside*, 18

WORD BUILDING

Making new words by the use of endings:

Adding *s*: 15*, 15 R, 16 R, 17, 18

Dropping final *s*: 18

Adding *ed*: *talk*, 16; *pass*, 16

Adding *ing*: *break*, 13 R; *burn*, 13 R; *plant*, 14; *visit*, 14, 18; *pick*, 14†, 18; *talk*, 18; *pass*, 18

Adding *en*: *wool*, 16 R

Forming the plural by adding *s* or the singular by dropping *s*: 18

Making new words by adding, dropping, or changing a letter or letters: placing *m* and *br* before *other*, 13 R; *h* in *half* to *c*, 14;

changing *n* in *near* to *d* and *h*, 15 R; adding *en* to *wool*, 16 R; placing *dr* before *ink*, 17; placing *th* before *ink*, 17†; changing *gr* in *ground* to *s*, *f*, and *r*, 18; changing *sh* in *should* to *c* and *w*, 18

DEVELOPMENT OF WORD MEANING

Using homonyms correctly (term "homonym" not used at this level): *no–know*, 14 R

Solving a riddle: 13, 16, 17, 18

Matching words and pictures: 15

Learning more than one meaning: *store*, 17 R

Recognizing change in pronunciation with change in meaning: *wind* (*wĭnd–wīnd*), 18

IMPROVEMENT OF PRONUNCIATION

wh in *why*, 13, 18†; *such*, 16; *which*, 16, 18†; *th* in *than*, *third*, and *both*, 18†; *afternoon*, 18†; *left*, 18†; *soft*, 18†

PREPARATION FOR DICTIONARY WORK

Recognizing silent letters: *l* in *half*, 14; final *e*, 16, 18

Arranging words in alphabetical order: 15, 17, 18

OTHER RELATED LANGUAGE–ARTS SKILLS

Improving handwriting: dotting *i*, 14; crossing *t*, 14; *e* and *l*, 17; *a* and *o*, 18

Forming contractions: *don't*, 16

USING SPELLING WORDS

Writing a specific word: 14, 17

Filling in blanks: 15, 16*, 18

Copying sentences accurately: 16†, 18†

Using spelling words in sentences: 18†

Unit IV · Animal Friends and Helpers

WORD ANALYSIS

Identifying letters and letter combinations: *oa* in *toad*, 19; *ie* in *friend*, 19; *ea* in *leaf*, 20†; *ce* in *fence*, 20†; *augh* in *laugh*, 22; *ai* in *again*, 22; *ll* in *yellow*, 23; *ee* in *deep* and *bee*, 23

Finding and hearing the common element in rhyme words: *dish–fish*, 19, 24†; *pick–stick*, 19; *corn–born*, 19; *pail–tail*, 19†; *hand–land*, 19*, 24†; writing four words that rhyme with *wet*, 19 R;

south–mouth, 20; *page–cage*, 20*; *may–lay*, 21; *park–bark–mark*, 21, 24†; *hard–card*, 21, 24*; *paw–straw*, 21; *lace–place*, 22; *toad–road*, 22; *lie–die–tie*, 22, 24†; *found–round*, 22†; *sings–wings*, 22*; *right–might*, 23*; *just–dust*, 23*; *must–dust*, 24†; *stop–drop*, 24†; *hate–gate*, 24*; *grow–crow*, 24*

Seeing small words in larger ones: *tonight*, 19, 24†; *along*, 19†, 24†; *sleepy*, 19†; *pond*, 19†; *land*, 19†; *yesterday*, 23, 24†; *another*, 23, 24†; *inside*, 24†; *into*, 24†

WORD BUILDING

Making new words by the use of endings:

Adding *s*: 20, 21 R, 22*, 23, 24

Dropping final *s*: 19†, 21, 22*, 24

Adding *es*: *bush*, 24

Adding *ed*: *laugh*, 22; *count*, 24*; *mark*, 24*

Dropping *ed*: *stayed*, 20, 24; *wanted*, 24

Adding *ing*: *count*, 21†; *stay*, 21 R

Adding *er* and *est*: *short*, 20 R

Observing how *moved* is made from *move*: 24

Adding *ed* to words similar to *move*: 24*

Forming the plural by adding *s* and the singular by dropping *s* (terms "singular" and "plural" not used): 21, 23, 24

Forming the plural by adding *es*: *bush*, 24

Making new words by adding, dropping, or changing a letter or letters: *a* in *sat* to *i*, 21; *p* in *pail* to *n* and *t*, 21†; *ed* in *stayed* to *s* and *ing*, 21 R; *tie* from *tied*, 22

DEVELOPMENT OF WORD MEANING

Recognizing opposites: *long–short*, 19; *many–few*, 20; *high–low*, 20; *outside–inside*, 20†; *morning–evening*, 21†

Matching words and pictures: 20, 22

Using homonyms correctly (term "homonym" not used at this level): *tail–tale*, 20 R; *their–there*, 23 R

Recognizing words that change pronunciation with meaning: *close* (*clōz–clōs*), 24

OTHER RELATED LANGUAGE–ARTS SKILLS

Writing contractions: *won't*, 20

Using correct forms: *began–begun*, 22 R

Improving handwriting: *w* and *m*, 19†; *e* and *l*, 23

PREPARATION FOR DICTIONARY WORK

Arranging words in alphabetical order: 19*, 20, 21
Recognizing vowels: 22, 23, 24
Identifying the long vowel sound: 24

USING THE SPELLING WORDS

Writing a specific word: 19*, 21, 23*
Making sentences: 21, 24
Copying sentences accurately: 22†, 23†
Filling in blanks: 22*
Making a story, using the spelling words: 24
Finding spelling words in a letter: 24

Unit V · Days We Like

WORD ANALYSIS

Identifying letters and letter combinations: *oo* in *tooth*, 25*; *pl* in *played*, 25*; *ce* in *once*, 25*; *au* in *aunt*, 26; *k* in *king* and *kept*, 26*; *o* and *a* in *woke* and *wake*, 27*; *ch* in *church*, 29

Finding and hearing the common element in rhyme words: *meet–sweet*, 25*; *pull–full*, 25*; *book–cook*, 26; *hang–sang*, 26; *mend–spend*, 26; *beg–leg*, 26; *lie–pie*, 26; *slept–kept*, 26†; *wing–king*, 26*; writing two words that rhyme with *wore*, 26 R; *gum–drum*, 27; *rope–hope*, 27*; *take–wake*, 27*

Seeing small words in larger ones: *grandfather* and *grandmother*, 26, 30†; *anything* and *everybody*, 27, 30†; words containing *ill*, *sleep*, *and*, *each*, 27; little words in *hall*, *still*, *spend*, *teach*, 30; little words in *without* and *asleep*, 30†

WORD BUILDING

Making new words by the use of endings:

Adding *s*: 27 R, 29
Adding *ed*: *paint*, 29 R; *paint*, *learn*, *cook*, *spell*, 30†
Adding *es*: *dish*, 25
Dropping *ed*: *dressed*, 27, 30†; *showed*, 30†; *played*, 30†
Adding *ing*: *buy*, 28 R; *try*, 28 R; *study*, 29; *spell*, 29; *paint*, 29 R
Dropping *ing*: *reading*, 27
Changing *ed* to *ing*: *showed*, *played*, and *dressed*, 30*
Adding *er* and *est*: *great*, 29 R

Observing that final *e* is dropped: before adding *ing* in *having*, 26; before adding *ed* and *ing* in *hoped* and *hoping*, 30

Writing the plural form by adding *es*: *dish*, 25

Making new words by adding a letter, dropping a letter, or by changing letters: *t* in *tried* to *c* and *d*, 26 R

DEVELOPMENT OF WORD MEANING

Matching word and picture: 26†

Drawing a picture: 29†

Recognizing opposites: *sour–sweet*, 30; *found–lost*, 30; *awake–asleep*, 30; *dirty–clean*, 30*

OTHER RELATED LANGUAGE–ARTS SKILLS

Using a period: at end of sentence, 25†

Using capital letters correctly: beginning of a sentence, 25†; *God*, 26; *Christmas*, 27; the days of the week, 29, 30†

Writing contractions: *can't*, 26, 30; *o'clock*, 27; *isn't*, 30

PREPARATION FOR DICTIONARY WORK

Arranging words in alphabetical order: 25, 28, 30

Identifying vowels: 25†, 25 R, 26

Saying vowels: 25†, 26

Recognizing silent *e*: 26, 27†, 30

Recognizing syllables (term not used): 25 R

Marking long and short vowel sounds: 28, 28 R, 30

USING THE SPELLING WORDS

Writing a specific word: 25

Copying sentences accurately: 25†, 30†

Making sentences: 27*

Writing a sentence: 27 R

Filling in blanks: 27†, 29, 30

Making a story: 30†

Writing a story: 30*

Unit VI · Fun at Work and Play

WORD ANALYSIS

Identifying letters and letter combinations: *th* in *these*, 31; *be* in *because* and *belong*, 31; *ea* in *ready*, 31†; *ea* in *learn* and *clean*, 31 R;

ea in *leave*, 32; *ea* in *heard*, 32*; *eel* in *feel* and *wheel*, 34; *ss* in *guess* and *across*, 34†; *air* in *hair* and *fair*, 35, 36; *gl* in *glass*, 35; *ea* in *meal*, 35; *ll* in *pull*, 35*; *rr* in *sorry*, 36; *pp* in *supper*, 36; *ll* in *shall*, 36; *ee* in *feel*, 36; *oo* in *spoon*, 36†; *ss* in *missed*, 36†; *nn* in *cannot*, 36†

Finding and hearing the common element in rhyme words: *bean–mean*, 31; *say–pay*, 31; *mill–bill*, 32; *round–sound*, 32; *hang–rang*, 32; *blow–slow*, 32*; *beat–seat*, 34; *rang–hang*, 35; *bit–hit*, 35*

Seeing small words in larger ones: *almost*, 31; *helped*, 31*; *cannot*, 32, 36; *myself*, 32, 36; *became*, 34; *forget*, 34, 36; *skin*, 35; *throw*, 35; *hit*, 35†; *because*, 36; *awake*, 36; *birthday*, 36; *across*, 36†; *belong*, 36†

WORD BUILDING

Making new words by the use of endings:

Adding *s*: 34†, 35†, 35 R, 36

Adding *es*: *glass*, *guess*, *fix*, 36

Dropping *es*: *washes*, 35, 36

Adding *ed*: *turn*, 31, 36; *wait*, 31, 36; *learn*, 31 R; *clean*, 31 R; *mail*, 33 R; *own*, 34†, 36; *guess*, 35 R, 36; *pull*, 36

Dropping *ed*: *helped*, 31†; *missed*, 32; *looked*, 32; *called*, 33

Adding *ing*: *mail*, 33 R; *guess*, 35 R

Changing *ed* to *ing*: *missed*, 33 R, 36†; *looked*, 36†; *called*, 36†; *helped*, 36†

Adding *er* and *est*: *small*, 34 R

Observing that final *e* is dropped before adding *ing*: *coming*, *racing*, 36

Forming plurals by adding *s* (term "plural" not used): 36

Making new words by adding, dropping, or by changing a letter or letters: changing *c* in *cry* to *d*, 31, and *t*, 31†; changing first *e* in *these* to *o*, 31†; dropping *a* from *across*, 34; changing *sw* in *swing* to *br*, *s*, and *r*, 36

DEVELOPMENT OF WORD MEANING

Recognizing opposites: *glad–sorry*, 32; *asleep–awake*, 32; *fast–slow*, 32†; *weak–strong*, 35

Matching word and picture: 33

Using homonyms correctly (term "homonym" not used): *hour–our*, *sun–son*, *hear–here*, 36

IMPROVEMENT OF PRONUNCIATION

learn, 31 R; *clean*, 31 R; *while*, 32; *heard*, 32; *leave*, 32*; *friends*, 34

OTHER RELATED LANGUAGE-ARTS SKILLS

Writing contractions: *I'm*, 32
Using *broke* and *broken* correctly: 32 R
Using the hyphen correctly: *good-by*, 33
Improving handwriting: *e* and *l*, 34

PREPARATION FOR DICTIONARY WORK

Recognizing vowels: 31, 32, 33, 34, 36
Marking short and long vowels: 31, 32, 32 R, 33, 36
Recognizing silent *e*: 31, 33, 35, 36
Arranging words in alphabetical order: 34

USING THE SPELLING WORDS

Copying sentences accurately: 33
Writing a specific word: 33, 35
Writing a sentence: 34 R, 35
Writing a thank-you note: 36

DICTATION SENTENCES FOR THE WEEKLY LESSONS

LESSON 1

New Words. 1. Uncle Joe is a *farmer*. 2. Jim likes to visit his *uncle*. 3. One day Uncle Joe and Jim had a long *drive*. 4. They started *early* in the morning. 5. It was cool along the *country* roads. 6. About *noon* it became warm. 7. They knew that it was time for *lunch*. 8. The lunch was in a big *basket*. 9. In the shady *woods* they ate the lunch. 10. They had a short *rest*. 11. Then they drove into town to leave some eggs with *Mrs.* Smith. 12. *Mr.* Smith showed Jim four brown puppies.

LESSON 2

New Words. 1. A cold *north* wind was blowing. 2. The evening *train* was late. 3. Our milk and *cream* were frozen. 4. The smoke from the *mill* was white. 5. Father put more *coal* on the fire. 6. We *need* our warmest clothes. 7. Jim and I *watch* the drifting snow. 8. Next day there was a *south* wind. 9. The sun was *warm*. 10. Ice

on the back *step* began to melt. 11. An *east* wind often brings rain. 12. A *west* wind brings fair weather.

Review Words. 1. The doll's *chair* is blue. 2. Our baby likes to *roll* the ball. 3. My uncle lives in the *country*. 4. Mother put a good *lunch* in our basket. 5. Is *Mrs.* Smith a good cook? 6. Jim likes to visit his *uncle*.

LESSON 3

New Words. 1. Joe *often* goes to the harbor. 2. He sees the big ships that *carry* freight. 3. They come from all over the *world*. 4. One day a big *ship* came from Asia. 5. Joe *asked* the captain what it brought. 6. "We brought some *tea*," said the captain. 7. The ship brought some *silk* too. 8. A *part* of the load was tin. 9. The ship had sailed *around* the world. 10. It will take *food* and machines to Asia. 11. That evening Joe *drank* milk for dinner. 12. His father had a *cup* of tea from Asia.

Review Words. 1. Jim lives in a big *city*. 2. He has *only* one sister. 3. Father got some *coal* for the stove. 4. It will keep us *warm*. 5. Do not *step* on the ice. 6. The warm wind is from the *south*. 7. You will *need* your coat. 8. Joe likes to *watch* the ships come in.

LESSON 4

New Words. 1. There was a contest at the *park*. 2. Jim took his toy *airplane*. 3. Other boys were *flying* their planes, too. 4. Jim's plane began to *climb*. 5. The *air* was clear. 6. Soon the plane was *high* in the sky. 7. It flew *above* the trees. 8. It flew over the *river*. 9. Jim was *afraid* it would not come back. 10. Then the plane turned a *bit*. 11. It began to *move* toward the park. 12. It landed just *below* the bandstand.

Review Words. 1. The boys had *gone* skating. 2. Joe has his *first* pair of skates. 3. The boys want to skate *often*. 4. They *carry* their skates to the pond. 5. Joe *asked* Jim to teach him how to skate. 6. Did the ship sail round the *world*? 7. Who *drank* tea for dinner? 8. The boys sat *around* the fire.

LESSON 5

New Words. 1. Judy is never *late* for school. 2. She lives a *block* from the schoolhouse. 3. Judy does not *cross* the neighbor's lawn.

4. Some children ran through the *middle* of his yard. 5. They *hurt* the grass. 6. The neighbor *knew* they would soon make a path. 7. Once Jerry *fell* into the flower bed. 8. Now the children *walk* on the sidewalk. 9. A *large* group of them went by Judy's house. 10. She could *hear* their voices. 11. Judy said, "I must *start* for school now." 12. The first *bell* had just rung.

Review Words. 1. My *father* is a farmer. 2. The *water* in the pool is ten feet deep. 3. Jack watched the plane *climb* high in the air. 4. The mother bird is *afraid* of the cat. 5. Look at the blue sky *above* you. 6. The kite was *flying* above the trees. 7. The *airplane* flew over our house. 8. How *high* can you jump?

LESSON 7

New Words. 1. Today Ted's *class* read a story. 2. It was about an *Indian* boy. 3. The boy *lived* in a big forest near a lake. 4. It was sometimes *dark* in the forest. 5. The boy's father taught him how to *hunt*. 6. There were big *bears* in the forest. 7. Sometimes his father *killed* a bear. 8. He used the skin of animals to *cover* the tepee. 9. The boy learned how to row on the *lake*. 10. Indian corn *grew* near the tepee. 11. The Indian mother ground the *corn* into meal. 12. The boy *stood* quietly outside the tepee.

Review Words. 1. Andy said that he *would* tell an Indian story. 2. Let's *write* a story of an Indian boy. 3. Why did Susan fall in the *middle* of the street? 4. Where should children *cross* the street? 5. Susan was not badly *hurt*. 6. Does the streetcar stop in your *block*? 7. The boys went for a *walk* in the woods. 8. They saw a *large* hawk carrying a chicken.

LESSON 8

New Words. 1. In the park Dick saw models of some pioneer *houses*. 2. Years ago *people* had lived in houses just like them. 3. Dick sat down on the *hard* bench. 4. It stood *beside* the fireplace. 5. He *didn't* sit there long. 6. He was *used* to a comfortable chair. 7. There were large cracks in the *floor*. 8. The *dirt* had come through the cracks. 9. "Cracks like *those* would let in the snow," said Dick. 10. He saw an old *rug* made of corn husks. 11. "It doesn't look much like any of *ours*," said Dick. 12. The rug was used in the days of long *ago*.

Review Words. 1. How far can you *jump*? 2. I *wash* my hands before eating. 3. A pretty rose *grew* in the yard. 4. It is *dark* in the

house. 5. Our *class* went to the park. 6. We saw an *Indian* camp. 7. Frank *killed* a snake in the woods. 8. The tree *stood* near a lake.

LESSON 9

New Words. 1. The children decided to *build* a playhouse. 2. Each child *brought* a few boards. 3. They found some *nails* in an old keg. 4. Jack is looking for *something* for the windows. 5. All he could *find* was some cellophane. 6. Tom began to *hammer* away. 7. "I'm *sure* this will be a good house," said Susan. 8. "It begins to look like a *real* one," Betty said. 9. Jack made a *front* door. 10. Tom made a *window* in the side. 11. "Can we *lock* this door?" said Susan. 12. "Yes," said Jack. "I *found* a lock in the barn."

Review Words. 1. The children had *dinner* in the new house. 2. They will paint it *today*. 3. Jack *didn't* like the hard bench in the cabin. 4. Where did you get *those* red apples? 5. The *floor* of the cabin was made of dirt. 6. Sometimes *people* live in trailers. 7. People *used* to cook over the fireplace. 8. The Lees' house is brown, but *ours* is white.

LESSON 10

New Words. 1. Dick was walking through the *yard*. 2. He stopped *under* a tree. 3. Suddenly something dropped in the *grass* at his feet. 4. He saw that it was a young *robin*. 5. He heard a *lot* of noise in the tree. 6. A *pair* of robins fluttered from branch to branch. 7. He saw two long *necks* sticking from a nest. 8. The nest was made of *mud* and grass. 9. Dick found a *dry* place for the baby robin. 10. Now Dick is *making* a birdhouse. 11. The wrens will enter it through a *hole* in the side. 12. He will put the house on a *post*.

Review Words. 1. What *bird* comes first in the spring? 2. Do you feed the *pretty* birds in your yard? 3. The children will *build* a house for the birds. 4. We will put it near the *front* gate. 5. Be *sure* to leave some seeds for the bird. 6. We *found* three blue eggs in the nest. 7. We read *something* about birds today. 8. Bob *brought* a bird book to school.

LESSON 11

New Words. 1. Some houses are made of *brick*. 2. Some houses are made of *stone*. 3. Stone houses do not *burn* easily. 4. What would you do if your house should *catch* fire? 5. Do you know how

to *use* the fire-alarm box? 6. It is found on a *pole* near your home. 7. It is usually placed at the *corner*. 8. There is a fire-alarm box on our *street*. 9. Never *break* the glass unless there is a fire. 10. The firemen *blow* their siren when they ride to a fire. 11. They sometimes *ring* a bell. 12. They *fight* the fire until it is out.

Review Words. 1. Did you ever see a big *fire*? 2. Betty is in the *second* grade. 3. A *pair* of robins lives in our yard. 4. Why did Bob put the *hole* in the box? 5. The baby birds have long *necks*. 6. We started the fire with some *dry* wood. 7. Mary and Betty are *making* candy. 8. Do you know the song of the *robin*?

LESSON 13

New Words. 1. Mother *says* she will buy me some new shoes. 2. Winter shoes are heavier *than* summer shoes. 3. Do you know *why* summer shoes are light in color? 4. Boys and girls *should* not wear high heels. 5. Are *both* your feet the same size? 6. Do you try new shoes on just one *foot*? 7. Shoes that *fit* too tightly sometimes cause corns. 8. Boys and girls *grow* fast and need new shoes often. 9. Did you ever *wear* boots? 10. Jack *always* wears boots when the snow is deep. 11. Bob has a pair of skating shoes for skating on *ice*. 12. When do ice and snow cover the *ground*? 13. Jack's father has high *top* boots. 14. Are your shoes comfortable when you are *standing* in them? 15. Mary wears her rubbers when it is *raining*.

Review Words. 1. One tree is taller than the *other*. 2. The ground was *white* with snow. 3. The ball did not *break* the window. 4. Bob is going to *catch* some fish. 5. He has a new *pole* and line. 6. The firemen did not let the house *burn*. 7. You must learn how to *use* your new pen. 8. The driver turned the *corner* too fast.

LESSON 14

New Words. 1. Bob and his father were making a *visit* to Texas. 2. It was a *hot* day in September. 3. The *cotton* fields were white. 4. They saw that the cotton was ready to *pick*. 5. When the fields turn white, the cotton is *ripe*. 6. Bob asked when the farmers *plant* their cotton. 7. His father told him that it is in the early *spring*. 8. The plant grows from a small *seed*. 9. People wear *light* cotton clothing in the summer. 10. It keeps them *cool* in hot weather. 11. White clothes are *better* than dark clothes for hot days. 12. What *color* is your summer suit? 13. The suit Bob wore was *thin* and cool.

14. Bob stayed in Texas for *nearly* a month. 15. He spent *half* the time on a ranch.

Review Words. 1. Can you name the *summer* months? 2. The boys *know* where to find some nuts. 3. Do you *wear* rubbers when it is raining? 4. Jack is taller *than* Bob. 5. Susan is *always* reading. 6. I think I *should* learn to swim. 7. I like to study when it is *raining*. 8. A big apple fell to the *ground*.

LESSON 15

New Words. 1. A cold *wind* whistled through the trees. 2. It was *winter* and the children were indoors. 3. The snow was drifting *outside* the door. 4. A *bright* fire in the fireplace made the room cheerful. 5. Jean was trying to get the *right* answer to a problem. 6. The children could hear the *soft* purr of the cat. 7. She had her *head* tucked beneath her. 8. Her *ears* were almost covered up. 9. The cat has a warm *nose*. 10. Alice and Tim take good *care* of their pet. 11. They never *miss* feeding her at mealtime. 12. Tomorrow Alice will wear her snow *suit* to school. 13. Tim will wear his *wool* cap. 14. Both children will wear their *mittens*. 15. Aunt Eleanor will wear her *fur* coat.

Review Words. 1. The cat lay *near* the fireside. 2. See the picture on the *next* page. 3. Cotton clothing is *cool*. 4. Alice gave Betty *half* her apple. 5. What *color* do you like best? 6. Where did Bob go for a *visit*? 7. It was *nearly* dark when we left the farm. 8. Have you seen the men picking *cotton*?

LESSON 16

New Words. 1. The children of the *third* grade had a doll show. 2. It was last Friday *afternoon*. 3. Each girl put her prettiest doll on Miss Keene's *desk*. 4. The children could not *pass* without looking at them. 5. Betty's doll wore a pretty *pink* dress. 6. Janet brought a doll that could *talk*. 7. She *also* brought her old rag doll. 8. Some dolls can open and *shut* their eyes. 9. Alice's doll has blue *eyes*. 10. She looks like a *fairy* queen. 11. You *never* saw so many dolls. 12. Why *don't* boys like dolls? 13. Miss Keene couldn't decide *which* doll she liked best. 14. Have you ever seen *such* a doll show? 15. Grandmother kept her doll all her *life*.

Review Words. 1. I help Mother *dress* the baby. 2. I think that I *could* do it alone. 3. Peter has a new *suit* for school. 4. My snow

suit is made of *wool*. 5. Did the wind make your *nose* cold? 6. Taffy has soft *fur*. 7. Hurry! We must not *miss* the school bus. 8. Mother buys the *right* kind of shoes for us.

LESSON 17

New Words. 1. One day Susan saw a *green* dress in a window. 2. It was the window of a big *shop* downtown. 3. She asked her *daddy* if she might have the dress. 4. He wanted to know how much the dress would *cost*. 5. Susan thought it would cost about a *dollar*. 6. The next day Mother *left* the children at home. 7. They thought it was fun to stay *alone*. 8. Jack dropped some *ink* on Susan's dress. 9. He left his *pen* lying on the table. 10. He borrowed some *paper* from Susan's notebook. 11. Then he colored some pictures with a *pencil*. 12. The coloring book had cost a *dime* at the bookstore. 13. Mother *spent* more than a dollar for the green dress. 14. When she got home, she had only a few *cents* left. 15. Jack and Susan are learning the value of *money*.

Review Words. 1. What did Susan see in the window of the *store*? 2. Bob's summer *shoes* are white and tan. 3. Dick has summer shoes *also*. 4. Where did you get *such* a big ball? 5. Most boys *don't* like to play with dolls. 6. The doll could open and *shut* its eyes. 7. The boys like to *talk* about baseball. 8. Can you tell *which* doll belongs to Susan?

LESSON 19

New Words. 1. Ted saw a big *toad* in the garden. 2. It was hopping *along* a row of beans. 3. It had been *born* in a pond across the road. 4. The *pond* has some tadpoles in it now. 5. Each tadpole has a long *tail*. 6. The tadpoles *swim* about in the water. 7. They cannot swim as well as *fish*. 8. The toad in the garden was *short* and thick. 9. It lives on the *land* where it can catch insects. 10. It *likes* the insects that harm our gardens. 11. The insects *stick* to its tongue and cannot get away. 12. The toad is not as *sleepy* as it looks. 13. It will hop all around the garden *tonight*. 14. The *bugs* had better keep out of its way. 15. Ted thinks the toad is a good *friend*.

Review Words. 1. Dick found a bird in the *wet* grass. 2. Do you know *who* lost a cap? 3. Alice has a new red *pencil*. 4. Jack put a *dollar* in his bank. 5. The children save some *money* on each bank day. 6. You need some *paper* for your notebook. 7. Today Betty went to town *alone*. 8. The new sled *cost* five dollars.

LESSON 20

New Words. 1. Bill's pet canary got out of her *cage.* 2. First she *flew* to a tree in the yard. 3. Then she hopped along the *fence.* 4. Finally she rested in a *bush.* 5. She pecked at a green *leaf.* 6. Bill placed the cage a *few* feet from the bush. 7. He set it on a *low* bench. 8. He did not say a *word.* 9. The canary saw him *drop* some crumbs in the cage. 10. Then Bill *moved* away. 11. "I *won't* frighten her," he thought. 12. The canary soon came *close* to the cage. 13. Finally she went *inside.* 14. She opened her *mouth* and down went the crumbs. 15. Do you think the canary *stayed* in her cage?

Review Words. 1. The bird *ate* the crumbs. 2. The canary likes to *sit* in the cage and sing. 3. In what month were you *born*? 4. Jane told the class a *short* story. 5. Bill got the apple with a long *stick.* 6. A horse has a long *tail.* 7. Who is your best *friend*? 8. Susan will pop some popcorn *tonight.*

LESSON 21

New Words. 1. Aunt Becky raises fine *chickens.* 2. Her hens *lay* big brown eggs. 3. Each *evening* Aunt Becky and Ruth gather the eggs. 4. First they must *feed* the chickens. 5. In one hand Aunt Becky carries a big *pail.* 6. She lets Ruth *count* the eggs. 7. Then Aunt Becky puts a *mark* on a card. 8. The *card* shows how many eggs the hens lay each day. 9. One big *brown* hen has laid the most eggs. 10. Ruth *wanted* to see the big brown hen. 11. Aunt Becky pointed to a nest of *straw.* 12. There *sat* the big brown hen on some eggs. 13. She will sit there *until* the eggs hatch. 14. She *began* to sit about ten days ago. 15. Aunt Becky has *fed* her every day.

Review Words. 1. Do you eat *eggs* for breakfast? 2. Who went to the *barn* with Ruth? 3. Do not put your pencil in your *mouth.* 4. Have you a *fence* around your yard? 5. Who *stayed* with the baby when mother went shopping? 6. Tom *won't* tell us where to find the bird's nest. 7. A yellow *leaf* fell into the pool. 8. Can you spell a big *word*?

LESSON 22

New Words. 1. One day a *crow* was flying over a cornfield. 2. He saw a man near the *side* of the field. 3. He thought the man had come through a *gate.* 4. The crow flew to an apple tree across the *road.* 5. The man *held* a gun in his hands. 6. The crow could see *its*

barrel pointed at him. 7. Just then something *round* dropped near the crow. 8. The crow flapped his *wings* and flew away. 9. He did not want to *die* in that tree. 10. A farmer had *tied* a scarecrow to a post in the field. 11. He had tied it to a post with a long *string*. 12. He let the scarecrow *stand* there all day long. 13. It stood in one *place* and could not move about. 14. The farmer had a good *laugh* about the crow. 15. He did not think it would come that way *again*.

Review Words. 1. Lucy *does* some of her school work at home. 2. Jack takes his dog when he *goes* fishing. 3. The boys did not come home *until* after dark. 4. It *began* to rain before the game started. 5. Fred wears a *brown* cap to school. 6. How many eggs did Ruth *count*? 7. The farmer has a *pail* of milk. 8. The *chickens* ran after the mother hen.

LESSON 23

New Words. 1. Aunt Dinah gathered some honey *yesterday*. 2. She is not afraid of a honey *bee*. 3. The beehive stands in the *garden*. 4. Aunt Dinah reached *into* the hive. 5. I thought I saw her hand *shake* a little. 6. She took out one comb after *another*. 7. She put the honey in a *deep* bucket. 8. It was *yellow* and sweet. 9. She said I *might* have some for my dinner. 10. Bees *begin* work in the spring. 11. They visit every *flower*. 12. Some yellow *dust* called pollen gets on their legs. 13. This *rubs* off on other flowers. 14. A bee is on the red *rose*. 15. I have *yet* much to learn about bees.

Review Words. 1. The boys left *their* boat near the camp. 2. It *took* a long time to row across the lake. 3. Why did the farmer *laugh* at the crow? 4. I will count the eggs *again*. 5. Roy *tied* his dog to the porch. 6. The cat ran under the *gate*. 7. The baby *held* a toy in his hand. 8. We saw some blue flowers growing by the *road*.

LESSON 25

New Words. 1. The boys *wore* costumes to Jerry's party. 2. They looked very *funny*. 3. Dick *tried* to act like an old man. 4. Larry walked *behind* him. 5. He pretended to be Dick's *son*. 6. Jack had one black *tooth*. 7. He likes to *hide* behind a mask. 8. The boys *played* games for an hour. 9. Mother put a big *dish* on the table. 10. It was *full* of good things to eat. 11. The boys had some *sweet* juicy apples. 12. They cracked some *nuts* and ate them. 13. Soon it was *eight* o'clock. 14. Sam said that he must leave at *once*. 15. The *others* started to go, too.

Review Words. 1. Mother made a cooky for *every* boy and girl in my room. 2. We learned how to care for our *teeth.* 3. Mary wants to *begin* taking piano lessons. 4. Mother said I *might* go to the football game. 5. Our new reader has a *yellow* cover. 6. Do you have any toads in your *garden*? 7. Bill asked for *another* cooky. 8. John didn't come to school *yesterday.*

LESSON 26

New Words. 1. Jim is going to *spend* Thanksgiving on the farm. 2. His *grandfather* met him at the bus station. 3. His *grandmother* was roasting a big turkey. 4. Jim's *aunt* was there to help with the dinner. 5. As she worked, she *sang* her favorite songs. 6. Grandfather thanked *God* for the good dinner. 7. "Are you *having* a good time?" asked Grandmother. 8. She had *kept* some strawberry jam for him. 9. "Is it *safe* to eat so much turkey?" said Jim. 10. "Would you like to have a turkey *leg*?" said Grandfather. 11. Jim wants to eat some *pie* too. 12. He *can't* remember when he has eaten so much. 13. Jim's grandmother is the best *cook* in the state. 14. He won't want a *bite* of supper. 15. Jim thinks his grandfather lives like a *king.*

Review Words. 1. Will you *please* tell me a story? 2. My *brother* is nine years old. 3. Frank *wore* his new boots to school. 4. Do you like a *funny* story? 5. The boys *tried* to make a snow man. 6. What number comes after *eight*? 7. The apples were hidden *behind* the table. 8. Mother has called us *once.*

LESSON 27

New Words. 1. It was the night before *Christmas.* 2. Joe went to bed at eight *o'clock.* 3. He *woke* very early the next morning. 4. In the house *everybody* else seemed to be still asleep. 5. Joe found it hard to lie *still* in bed. 6. Finally he fell fast *asleep.* 7. This time he didn't *wake* up until Mother called him. 8. He *dressed* quickly and hurried down the stairs. 9. The *clock* was just striking six. 10. Mother had lighted the *reading* lamp. 11. Joe saw a big *drum* lying under the tree. 12. He wanted a drum more than *anything* else. 13. "Who will *teach* me to play?" he said. 14. Joe wanted to play in the school *band.* 15. "I *hope* that the band leader will give me lessons," Joe thought.

Review Words. 1. Can you throw a ball with your left *arm*? 2. Some Christmas toys are on the *table.* 3. Joe *kept* some of the

candy for his friends. 4. Joe feels *safe* when he is with his father. 5. Joe has a book for his *aunt.* 6. The children are *having* ice cream for dessert. 7. My *grandfather* lives in the city. 8. Is your *grandmother* coming for Christmas?

LESSON 28

New Words. 1. Patty had a *valentine* party. 2. She *met* each guest at the door. 3. The girls left their wraps in the *hall.* 4. "Helen's new coat is like *mine,*" said Patty. 5. Judy wore *nothing* on her head. 6. She said that she had *lost* her hat. 7. The girls played *without* making much noise. 8. Mother brought out a box with a *great* red bow. 9. "See, *oh,* see!" said Judy. 10. "Oh, *isn't* it pretty!" said Joan. 11. Patty asked each girl to *draw* a valentine. 12. Each *child* took one from the pretty box. 13. The girls *showed* Patty's mother their valentines. 14. Patty had fun *getting* ready for the party. 15. She likes to draw and *paint* valentines.

Review Words. 1. Grace wants to *buy* a birthday gift for Mother. 2. I want you to *try* working this puzzle. 3. Joe *dressed* in a hurry on Christmas morning. 4. Do you like to get up at six *o'clock*? 5. In what month does *Christmas* come? 6. Does *everybody* like a holiday? 7. The boys *hope* there will be snow soon. 8. Were you *asleep* at ten o'clock?

LESSON 29

New Words. 1. Joyce wrote down what she had *done* each day. 2. On *Sunday* Joyce went to Sunday school with Hazel. 3. She sat with her father and mother in *church.* 4. On *Monday* she mended some of her doll's dresses. 5. She took her music lesson on *Tuesday.* 6. On *Wednesday* she and Jane went to the movies. 7. Joyce's mother took her shopping on *Thursday.* 8. On *Friday* she and Helen coasted down the hill. 9. Joyce is learning to *clean* her own room. 10. She likes to *sweep* with her mother's new sweeper. 11. On *Saturday* she swept and dusted her room. 12. The days of the week are hard words to *spell.* 13. Joyce decided that she had better *study* them. 14. She has not had them in a spelling *lesson.* 15. Joyce wants to *learn* to spell correctly.

Review Words. 1. Tom was *sick* only one day last winter. 2. Harry's kite flew high in the *sky.* 3. Every *child* has a part in the

play. 4. The children like to *paint* with water colors. 5. There was *great* excitement during the fire. 6. Helen *showed* Mary how to make a dress for her paper doll. 7. In what month do we have *valentine* parties? 8. Ruth is *getting* a bed for her doll.

LESSON 31

New Words. 1. Some boys who were playing ball *broke* Ralph's bat. 2. The *bat* was a gift from Ralph's father. 3. Ralph did not *cry* about it. 4. The boys decided to *pay* for the bat. 5. They did this *because* they thought it was right. 6. It cost each boy *almost* twenty-five cents. 7. Ralph *helped* the boys to find a new one. 8. Now the boys were *ready* for another game. 9. Soon *these* boys became fast friends. 10. The gloves and the masks *belong* to the team. 11. The boys *wait* for their chance to bat. 12. They do not try to bat out of *turn*. 13. Ralph always takes a strong *swing* at the ball. 14. If he misses, he does not show a *mean* spirit. 15. The boys always hope to *win* their game.

Review Words. 1. Can you spell *apple*? 2. This *morning* our school is closed. 3. What holiday always comes on *Thursday*? 4. Jane had a birthday on *Tuesday*. 5. When do you take your music *lesson*? 6. Joe will *learn* to play his drum. 7. Our *church* stands on a little hill. 8. On what day did Helen *clean* her room?

LESSON 32

New Words. 1. Tom was not yet *awake*. 2. He *heard* his mother call. 3. "We must start in a little *while*," she said. 4. Once before they had *missed* their bus. 5. That was the day the clock was *slow*. 6. Tom would be *sorry* to make his mother late. 7. He knew she wanted to pay the grocery *bill*. 8. "*I'm* coming, Mother," said he. 9. "I'll dress *myself* and be down in a minute," he called. 10. Tom *looked* out of the window. 11. He heard the *sound* of a passing bus. 12. "You *cannot* waste time today," said Mother. 13. "Can't I *even* feed the birds?" asked Tom. 14. Just then the telephone *rang*. 15. "Be ready to *leave* as soon as possible," said Mother.

Review Words. 1. Jane baked her first loaf of *bread* today. 2. She remembered to *turn* the bread while it was baking. 3. Jane could hardly *wait* until it was done. 4. Henry ate a slice with *butter* on it. 5. Jane *broke* one of mother's pretty dishes. 6. She is *ready* to pay for it. 7. She is sorry *because* the dish was a gift. 8. "Such things as *these* will happen," said Mother.

LESSON 33

New Words. 1. When Betty was *nine* years old, she gave a picnic party. 2. Her birthday came in the *month* of June. 3. There was a *birthday* cake with nine candles on it. 4. There were just nine girls at the *party*. 5. The girls spent more than an *hour* playing games. 6. They ran a sack *race* and did other funny things. 7. Then Betty's mother *called* them. 8. She had spread a *supper* for them under a big tree. 9. She gave each girl a fork and a *spoon*. 10. Each girl had a pretty paper *plate*. 11. Mother had *baked* a ham and made sandwiches. 12. Beside each plate was a toy *horn*. 13. The girls gave Betty a birthday *gift*. 14. It was a *small* red pocketbook. 15. Just before dark they said *good-by*.

Review Words. 1. Our *mail* comes at ten o'clock. 2. The boys had *been* making a kite. 3. The girls played *while* mother cooked supper. 4. The girls are *sorry* that Susan is sick. 5. We *heard* Mary sing her song. 6. Father will *leave* on the noon train. 7. *I'm* very proud of my new knife. 8. Aunt Bess *missed* the train.

LESSON 34

New Words. 1. Jim always wanted to *own* a wagon. 2. When he was six years of *age*, his father gave him one. 3. It had a nice *seat* near the back. 4. Jim's father liked to pull him *across* the yard. 5. It always made Jim *feel* very happy. 6. One day when he was riding, a *wheel* came off. 7. Another boy who owned a *wagon* came along. 8. Jim saw him *coming* down the street. 9. The boy helped Jim *fix* the wheel. 10. The boys were having a race *before* long. 11. They soon *became* good neighbors. 12. "I *guess* it's a good thing my wheel came off," said Jim. 13. "I *shall* always remember how you helped me," he added. 14. The two boys will never *forget* the day they met. 15. They are good *friends* now.

Review Words. 1. Our *teacher* often reads to us. 2. One day she read a *story* about Dr. Doolittle. 3. George looks *small* when he stands beside his father. 4. What *gift* did the girls bring to Betty? 5. In what *month* did Betty have a birthday? 6. How many girls came to the *party*? 7. Frank said *good-by* to his father at the station. 8. George Washington's *birthday* comes on February twenty-second.

LESSON 35

New Words. 1. Jack and Fred are *strong* healthy boys. 2. Their favorite *game* is baseball. 3. Jack can *throw* a ball right over the

plate. 4. Fred can *hit* farther than any boy on the team. 5. Both boys are *fair* in all their games. 6. Jack likes to *hang* from a bar by his knees. 7. Fred can *pull* himself up on a rope. 8. Jack tied five different knots with a *rope*. 9. Both boys enjoy a *glass* of milk after a game. 10. Fred's mother says he is hungry at every *meal*. 11. Jack always *washes* his hands before eating. 12. He says that *soap* is a good friend. 13. Jack's *hair* is black and Fred's is red. 14. Both boys have a nice clean *skin*. 15. When their game is over, they rush for a *bath*.

Review Words. 1. Jim has *work* to do now. 2. Mary read a story *about* a fairy. 3. Can you *guess* who will win the game? 4. The boys *feel* bad when they lose a game. 5. Jim has *friends* in the city. 6. Tom can coast downhill on his *wagon*. 7. It upset when a *wheel* came off. 8. I *shall* never forget my first day at school.

HALF-YEARLY TESTS

TESTS FOR THE FIRST HALF YEAR

Test A

lunch	hurt	Mrs.	start	uncle
block	step	below	silk	drank
stone	dark	burn	brick	mud
didn't	window	under	making	cotton
ice	money	pick	winter	nose
both	pass	head	green	pencil

Test B

late	flying	mill	basket	park
mittens	river	cream	train	world
ring	something	class	break	beside
found	use	hard	build	dry
top	seed	visit	light	always
fur	why	right	life	grow

TESTS FOR THE SECOND HALF YEAR

Test A

evening	born	place	feed	yet
pond	mouth	shake	die	tied
another	began	wore	church	Christmas

draw	hope	lost	clean	nothing
reading	throw	meal	before	skin
swing	rang	ready	myself	supper

Test B

tail	round	gate	won't	along
low	drop	its	side	road
teach	eight	can't	still	o'clock
met	band	everybody	sang	child
own	wheel	rope	awake	became
feel	called	across	glass	small

DICTATION SENTENCES FOR THE HALF-YEARLY TESTS

FIRST HALF YEAR, TEST A

1. We found good sandwiches in our *lunch* basket.
2. Bob's home is only one *block* from school.
3. Our school has a *stone* fence around it.
4. Betty *didn't* hear the school bell ring.
5. Bob has a new pair of *ice* skates.
6. Betty likes *both* reading and spelling.
7. Bob fell from his bicycle and *hurt* his knee.
8. The milkman left a bottle of milk on the *step*.
9. I cannot see well in the *dark*.
10. A rosebush grows beneath my *window*.
11. Bob earned enough *money* to buy a ball glove.
12. We saw Betty *pass* on her new bicycle.
13. We saw *Mrs.* Brown at the market.
14. Bob broke his arm *below* the elbow.
15. The children watched the wood *burn* in the fireplace.
16. A bird has its nest *under* that bush.
17. Bob will help Jack *pick* some apples.
18. Betty wore a blue scarf on her *head*.
19. The boat race will *start* in a few minutes.
20. Bob's *silk* tie has blue-and-white stripes.
21. Our house is made of red *brick*.
22. The children are *making* taffy in the kitchen.
23. Bob has boots to wear in *winter*.
24. Betty bought a tulip in a *green* pot.

25. Each summer the children visit their *uncle.*
26. At the party the children *drank* lemonade.
27. The boys wiped the *mud* from their shoes.
28. Betty's *cotton* dress is light and cool.
29. Bob has a nice straight *nose.*
30. This *pencil* is a gift.

FIRST HALF YEAR, TEST B

1. Father's train is *late.*
2. Bob forgot his *mittens* today.
3. The janitor will *ring* the bell at nine o'clock.
4. Jack *found* a bat in his room.
5. Bob climbed to the *top* of the wall.
6. Jack has a warm *fur* cap.
7. We saw the geese *flying* south.
8. The wild ducks were swimming in the *river.*
9. Betty heard *something* coming down the stairs.
10. Jack will *use* his knife every day.
11. These flowers grew from a tiny *seed.*
12. Jack knows *why* he must see the dentist.
13. Bob's father is foreman at the big *mill.*
14. Old Molly's milk has rich *cream* on it.
15. The teacher took her *class* for a walk in the woods.
16. Betty fell on the *hard* street.
17. Today Mary went to *visit* her cousin.
18. Jack throws with his *right* arm.
19. Jack has an orange in his lunch *basket.*
20. Betty can see the *train* from her window.
21. The lead in my pencil does not *break* easily.
22. Jack's father wants to *build* a new barn.
23. The children like *light* clothing for summer.
24. The policeman saved Bob's *life.*
25. We saw a big bear in the *park.*
26. Big ships go to all parts of the *world.*
27. Mary sat *beside* her aunt at the circus.
28. The *dry* grass in our yard needs rain.
29. Father *always* takes Bob to the circus.
30. Mike wants to *grow* tall like his father.

SECOND HALF YEAR, TEST A

1. Bees return to their hive in the *evening.*
2. Bob has been skating on the *pond.*
3. Jack and *another* boy were with him.
4. Let us *draw* a picture of your pony.
5. Betty is *reading* her new book.
6. Mary has a *swing* under the apple tree.
7. Mother was *born* in the month of May.
8. Sport carried an apple in his *mouth.*
9. The snow *began* to fall.
10. We *hope* to see Susan at the party.
11. Jack can *throw* a ball over the barn.
12. The fireman *rang* the bell loudly.
13. Uncle Ben's farm is a nice *place* to visit.
14. Please *shake* the snow off your cap.
15. Jack *wore* tall boots.
16. Fred's knife was *lost* in the snow.
17. The children drink milk with each *meal.*
18. Breakfast was *ready* at six o'clock.
19. Mother and Tom will *feed* the hens.
20. The flower will *die* if it is not watered.
21. The *church* has colored windows.
22. Betty likes to *clean* her room.
23. George always washes his hands *before* eating.
24. I saw that *myself.*
25. Ruth is not *yet* six years old.
26. Jack *tied* Sport to the porch.
27. Snow covered the ground on *Christmas* day.
28. We found *nothing* in the nest.
29. Baby's *skin* is pink.
30. Father drinks tea for *supper.*

SECOND HALF YEAR, TEST B

1. The wheel ran over the dog's *tail.*
2. The bird's nest was *low* in the bush.
3. Jack will *teach* Spike a new trick.
4. Bob *met* his cousin at the station.
5. Mr. and Mrs. Brown *own* their home.

6. The gift made Susan *feel* happy.
7. Mary picked the doll with the *round* face.
8. Please *drop* this letter in the mailbox.
9. We saw *eight* crows in a tree.
10. Bob wants to play in the *band.*
11. Father broke the *wheel* on the wheelbarrow.
12. Mother *called* the children to dinner.
13. Alice met Betty at the *gate.*
14. The kitten curled up in *its* warm bed.
15. Jack *can't* forget his trip to the circus.
16. The teacher wants *everybody* to be busy.
17. Jack's pet calf was tied with a long *rope.*
18. We took a ride *across* the lake.
19. Betty *won't* forget her mother's birthday.
20. Sport likes to walk by Jack's *side.*
21. Please keep *still* while the baby sleeps.
22. The girls *sang* a song at Betty's party.
23. You must be wide *awake* before we start.
24. Father drank a *glass* of cold water from the spring.
25. It was cool and shady *along* the highway.
26. A wide *road* runs around the hill.
27. At three *o'clock* the band passed by.
28. Every *child* likes a parade.
29. After dinner some of the boys *became* sleepy.
30. Bob made a *small* house for the wrens.

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